

**ERROR ANALYSIS IN THE USE OF THE PAST PERFECT TENSE IN
STUDENTS' WRITING AT THE FIRST SEMESTER OF THE
TENTH GRADE OF MAN 1 LAMPUNG UTARA IN
THE ACADEMIC YEAR OF 2018/2019**



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

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Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2018**

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ABSTRACT

Error Analysis In The Use Of The Past Perfect Tense In Students' Writing At The First Semester Of The Tenth Grade Of MAN 1 Lampung Utara In The Academic Year Of 2018/2019

**By
Ismi Imani**

Error analysis is one way to evaluate students' ability to understand second language. The objectives of this research are: (1) To discover the students' common errors in learning past perfect tense. (2) To carry out the students' errors proportions (frequency and percentage) in using past perfect tense.

This research was conducted by descriptive qualitative research analysis. The sample of the research is X MIA 2 class of MAN 1 Lampung Utara which consists of 35 students. The sample was conducted by purposive sampling method. Collecting data was conducted by a documentation, asked each students to make 5 sentences of past perfect tense in twice. The error analysis method used Surface Strategy Taxonomy, with types of ommision, addition, misinformation, and misordering.

The result of this research showed that there are 260 items with 146 items from the first test and 114 from the second test. The proportions (frequency and percentage) of the students' error in writing past perfect tense sentences are ommision with 40 items or 27,39 % in the first test and 21 items or 18,42 % in the second test, addition in the first test 38 items or 26,02 % and the second test with 33 items or 28,94 %, misinformation with 64 items or 43,83 % in the first test and 47 items or 41,22 % in the second test, and misordering in the first test 10 items or 6,84 % and the second test with 7 items or 6,14 %. And it shows that the highest error made by students is misinformation errors.

Keyword: *Error Analysis, Past Perfect Tense, Surface Strategy Taxonomy.*



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Bandar Lampung, January 2019
Declared by,



DEDICATION

This thesis is dedicated to:

1. My parents Mr. Drs. Habib Akmaruddin and Mrs. Dra. Rumiwati, who always pray for me and give the support.
2. My brothers Muhammad Irfan and Ahmad Faris who also give me support.
3. My almamater State Islamic University Raden Intan Lampung



MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ

بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

(1) Recite in the name of your Lord Who created, (2) created man from a clot of congealed blood. (3) Recite: and your Lord is Most Generous, (4) Who taught by the pen, (5) taught man what he did not know.¹



¹ “Tafheem ul Quran Surah 96 Al-‘Alaq, Ayat 1-5” (On-line), Available on: <http://www.islamicstudies.info/> (October, 01 2018)

CURRICULUM VITAE

The writer's name is Ismi Imani. Her nickname is Ismi. She is a cheerful girl. She was born in Kotabumi, September 12th, 1996. She is the first daughter of Mr. Habib Akmaruddin and Mrs. Rumiwati.

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In the name of Allah, the almighty, the most beneficent and the most merciful, for blessing the writer with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

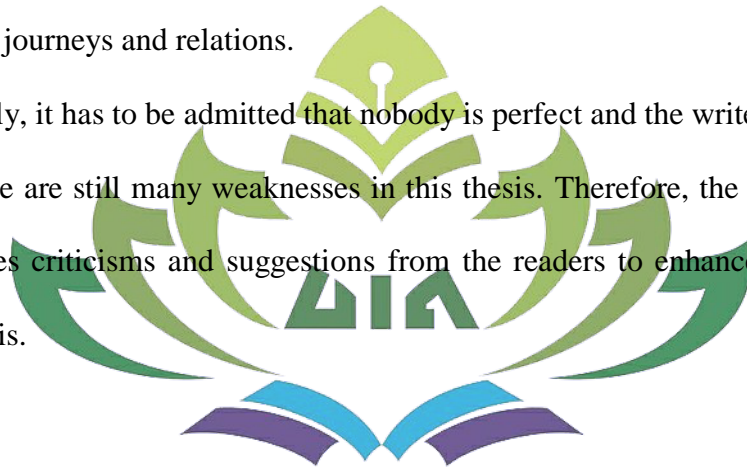
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Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still many weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.



Bandar Lampung, September 2018

The Writer

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CHAPTER I INTRODUCTION

A. Background of Problem

“Language is the blood of the soul into which thoughts run and out of which they grow”.¹ In the other hand, language is one of the important media in life. Because language is the media of communication for mutual making a relationship or sharing experience.

Every country in the world has a different language to communication. To connect the communication every country, English is the unifying language of every country, because according to the article written on the website of master English Education University Ahmad Dahlan explained that England has many colonies that absorb English as one of the mother tongue.² In the present day, English becomes the language learned by people in every country over the world, such as Indonesia. Teaching English is known as teaching of the foreign language. It could be said Indonesian language as the mother tongue language of students and English as the target language studied by the students.

In Indonesia, English must be learned and one of the compulsory subjects in every education level, that is Elementary School, Junior High School, Senior High School, and even in Universities. In learning English, Students are required to master grammar.

¹ Oliver Wendell Holmes, “10 Inspirational Quotes for Language Learners” (On-line), Available on: <http://voxy.com/blog/2011/04/inspirational-quotes-for-language-learners/> (May, 03 2018).

² Any Reasons Why English to be an International Language” (On-line), Available on: <http://www.pascapbi.uad.ac.id/beberapa-alasan-mengapa-bahasa-inggris-menjadi-bahasa-internasional/> (April, 24 2018).

Grammar should be taught because the basic elements of the language and without the proper knowledge of grammar; the learners will find many problems to build up sentences to express their ideas in communication among the people. Scott Thornbury in his book *How to Teach Grammar* defined Grammar is an activity of studying a structure in a language. The writer of the book that born on New Zealand, 1950 explains that Grammar has been concerned only with analysis at the level of the sentences. Thus, a grammar explains about how components are correctly arranged in a sentence.³ Similar to Scoot, Penny Ur convey in her book that a set of rules that describes how words are arranged or changed creates a sentence of acceptable meaning in the language is grammar.⁴

The students who learn English meet several problems, one of them is grammar. Some students think of grammar as a boring subject when they learn English, they try to avoid the grammar because confusing and hard to understand. For some students who have lack of knowledge in grammar, they will become confused why the verb of a sentence must change; either Present, past or future. In talking grammar, one of the most important part to learn is “tense”. Laurie Bauer argues that tense is a matter of time that can not be separated from an action, event or state.⁵ By tense, the students can know when the time action occurs, and their concept of time.

³Scott Thornbury, *How to Teach Grammar* (United Kindom: Pearson, 2002), p.1.

⁴Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University, 2009), p. 87.

⁵Laurie Bauer, *English Word Formation* (Cambridge: Cambridge University Press, 2012), p.157.

In book *Living English Structure*, W. Stannard Allen stated: “there are three main times category in English that is past, present and future.”⁶ The verb in English is influenced by the “time”, when it happens (past, present, or future). So, a verb should be related. One of activity that was explained by Allen when an action completed before some special past moment we have in mind,⁷ it is called the past perfect tense.” He also tells in his book, the idea of the past perfect as a “before-past” leads to its logical use in reported speech.⁸

In the preliminary research at MAN 1 Lampung Utara, the writer asked Mrs. Saidah, S. Pd as the English teacher about the students’ capability in mastering tenses. She said that the most of the students are still confused and difficult in making the past perfect tense. The past perfect tense is one of material that is taught by teacher based on the syllabus of the school. Besides, they made errors when they were asked to write the past perfect tense sentences. This was possibly their lack knowledge about tenses.⁹

The writer gives some examples about the errors in using the past perfect tense, here are the examples of wrong sentences which are often made by students in using the past perfect tense.

First, “*I didn’t know who he was. I had never saw him before*” the sentence is wrong, there is an error of misformation in the use of irregular verb. The word “*saw*” should be “*seen*”, because the formula of the past perfect tense is (

⁶W. Stannard Allen, *Living English Structure* (5th ed) (London: Longman, 2009), p.75.

⁷*Ibid*, p.137.

⁸*Ibid*, p.138.

⁹ Mrs. Saidah, S.Pd, An Interview of English teacher, MAN 1 Lampung Utara, Kotabumi, February 09th 2018.

Subject + had + V3). So, the correct sentence is “*I didn’t know who he was. I had never seen him before*”.

The next example is “*She was angry with you. She had been waited you yesterday*”. This sentence is wrong because addition of to be “*been*” it should be omitted. The correct sentence is “*She was angry with you. She had waited you yesterday*”.

The other of error sentence is “*the train left the station 15 minutes ago*” in the form of past perfect tense is wrong because after “*the train (subject)*” must be added “*had*”. This sentence is Omission of to be. The correct sentence is “*the train had left the station 15 minutes ago.*”

Those errors may be caused in Indonesian language and English are different. In Indonesian language, there are no tense used as in English. When students say something happened in the past in Indonesian language, they used an adverb of time to show the definite time (there is no change in the verb). Meanwhile, in English, to show something happened, it could be used an adverb of time to follow past tense. Therefore, Indonesian students often do mistakes in differentiating the usage of both tenses, the past perfect tense (finished time) and the present perfect tense (unfinished time).

The most important thing to remember in the past perfect tense shows that an action was completed (finished or "perfected") in the past before something else happened. This tense is formed with the past tense form of "had" and the past participle of the verb (which can be regular or irregular in form). The most important in the past tense form is stressing the definitive time of the action.

Error analysis is important in language learning because it helps teacher to know the strengths and weakness. For the students, it helps them to reduce the errors and improve their abilities in learning the target language. Error analysis gives advantages to teacher and students. It helps them to achieve the goal of learning.

There is a previous research studies about error analysis as follow: the study was conducted by Erka Cahyani (2011) discusses about An Error Analysis on Students; Learning in Present Perfect Tense (*A Case Study at The First Year Students of Madrasah Aliyah Soebono Mantofani Jombang-Ciputat*). The result of the research shows that errors in using the past perfect tense sentences are 48% error made by the students in the form of *has/have* in the present perfect tense, the second is the form verb, in the form of regular verb there are 28%, 55% errors in the form of irregular verb. Then, 58,75% the students still get confused to distingualish between present perfect tense and simple past tense.¹⁰

In contrast to previous study, there is similarity in topic about error analysis especially in using past perfect tense. Well, the writer does not find the research that have a title “Error Analysis in The Use of The Past Perfect Tense in Students Writing”. Different from the previous research, the writer only focused the type of error in using the past perfect tense based on Surface Strategy Taxonomy.

From the explanation above, the writer interested in analyzing students’ errors in using past perfect tense. The writer would like to carry out a research

¹⁰ Erka Cahyani, “An Error Analysis on Students; Learning in Present Perfect Tense (A Case Study at The First Year Students of Madrasah Aliyah Soebono Mantofani Jombang-Ciputat)”. (S1 Thesis Jakarta UIN Syarif Hidayatullah, Jakarta, 2011), p. 44-45.

under the title “Error Analysis In The Use Of The Past Perfect Tense in Students’ Writing at the First Semester of the Tenth Grade of MAN 1 Lampung Utara in the Academic Year of 2018/2019”.

B. Identification of Problem

From the background above, the writer identifies several issues related to this title, as follows:

1. The lack of students’ grammar is become big problems.
2. The past perfect tense is difficult to be mastered for Indonesian students.
3. Many students make errors in the form and usage of the past perfect tense.

C. The Limitation of Problem

To avoid misunderstanding and to clarify the problems, it is necessary to limit of the problem. The writer limits the problem only on the students’ writing errors in using the past perfect tense based on surface strategy taxonomy.

D. Formulation of Problem

Based on the limitation above, the writer would like to state the problem as follows:

1. What are the common errors that are made by the students in learning the past perfect tense?
2. What are the proportions (frequency and percentage) of errors committed by the students in using the past perfect tense?

E. The Objectives of Research

The writer’s purpose in doing this research is:

1. To discover the students' common errors in learning the past perfect tense.
2. To carry out the students' errors proportions (frequency and percentage) in using the past perfect tense.

F. The Uses of the Research

The findings of this study are expected to:

1. The writer hopes this research will give information on students' error which it can help teachers to correct the students' errors and to improve methods or ways of their teaching.
2. The writer hopes this research will useful for everyone who read this research especially those interested in English education. Besides that, for the students, it could become a motivation to make better in the future.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students at the First Semester of the Tenth Grade of MAN 1 Lampung Utara in the Academic Year of 2018/2019.

2. Object of the Research

The object of the research was the students' writing errors in using of past perfect tense.

3. Place of the Research

The research was conducted at class X MIA 2.

4. Time of the Research

The research was conducted in the academic year of 2018/2019.

CHAPTER II THEORITICAL FRAMEWORK

A. Concept of Error Analysis

The activity of error analysis is required in the teaching of a second language. Carl James in his book *Error in Language and Use* defines error analysis as a process of determining the occurrence, nature, causes and consequences of unsuccessful language.¹ In other words, analyzing students' errors in using language learning is one way to evaluate students' ability to understand the language.

In line with James, In the book *Error Analysis and Interlanguage*, Corder said that analyzing the error is part of the methodology of psycholinguistic investigation of language learning.² Thus, analyzing student errors is one way to find out how students can absorb language learning.

A Professor of English as a Second Language at the University of San Francisco, H Douglas Brown also explained the fact that the student made a mistake and that the error was observable, analyzed, and classifiable to reveal something from a system operation in a student error, called an error analysis.³

From the theories that have been described, it can be concluded that analyzing the error is the activity of researching the mistakes of students in learning a second language. The results of the error analysis can be one of the

¹ Carl James, *Error in Language and Use* (New York: Longman, 1998), p.1.

² S.P Corder, *Error Analysis and Interlanguage* (New York: Oxford University Press, 1982), p.45.

³ H. Douglas Brown, *Principle of Language and Teaching* (5th ed) (New York: Pearson, 2007), p.257.

teacher's reference in evaluating and knowing the students ability to absorb language learning.

B. Concept of Error and Mistake

English has a different writing and pronunciation structure with Indonesian or mother tongue of the student, becoming one of the causes of frequent errors in language learning in students. In educational activities, there is still much misunderstanding between the concept of mistake and error. Many consider mistake and error to be a unity, while the following theories can explain the difference between mistake and error.

1. Concept of Error

Brown in his book *Principle of Learning and Teaching* explains that error is a noticeable deviation from the grammar of adults from native speakers, reflecting the competence of learners.⁴ Similar to Brown, Corder also mentions that error will be characteristically competency errors are systematic. The man who was born in Bootham Terrace, 1918, also added that the error is called a competency error that refers to a competency error, due to the low ability of students in the language system correctly in native speakers and the second language.⁵

In addition, Carl James who is also an expert in the field of Error Analysis said that errors occur only when there is no attention to do something. The Duke University graduate describes students as incapable or

⁴ *Ibid*, p.258.

⁵ S.P Corder, *Op.Cit.* p.10.

reluctant to correct, we assume that the forms students use are intended and that it is an error.⁶

Thus, it can be concluded that the error is a student error in using the language due to lack of understanding of students about language learning, they do not know the error unless told by the teacher and can fix it.

2. Concept of Mistake

Brown says that Mistake is not meticulous, a failure to use a well-known system, and errors can be fixed on their own.⁷ Anyone can do mistake, native speakers can do mistake due to lack of care in the use of language.

Meanwhile, James said students tend and are able to correct mistakes in the end result, assuming that the form he chose is not intended, and we will say that the error is a mistake.⁸ Dulay said in his book, mistake is related with performance factors.⁹

The difference between error and mistake when clear, based on the explanation of various experts above error is a mistake made by students because of lack of knowledge of language learning. Students need special attention from the teacher in order to understand the second language correctly. While mistake is a mistake made by students due to lack of accuracy of learners, and students can evaluate their own mistakes.

Dulay, Burt, and Krashen explain the differences in mistakes and errors in *Language Two's* book is very important, but often to define irregularities

⁶ Carl James, *Op.Cit.* p.78.

⁷ H. Douglas Brown, *Op.Cit.* p.257.

⁸ Carl James, *Loc.Cit.*

⁹ Heidi, S. Dulay, Marina Burt, Stephen Krashen, *Language Two* (New York: Oxford University Press, 2004), p.139.

without careful analysis. Therefore, they define errors as deviations from the norm selected from the language performance, no matter what the characteristics or causes of such deviations.¹⁰ In other words, to analyze errors in students, the researcher must rule out the cause of the error. However, Ellis in *Second Language Acquisition* says that helping students to learn a second language by evaluating the error is the purpose of error analysis.¹¹ Thus, the cause of the error is needed to be one of the reference evaluations of student error, so that teachers can help students in improving the understanding of language learning.

In doing the error analysis, the researcher must collect the wrong sentences of the students to be used as research material. To know the type of mistakes made by students, researchers also need to know how far the ability of students in understanding language learning. As well as for improving language understanding, researchers should know the cause of the error. In this research, researchers use a harmonious understanding with Rod Ellis as a reference in determining the deviations generated by the subject. In short, researchers will analyze all student deviations in the use of past perfect tense as an error.

C. Sources of Errors

Based on Brown, he classifies the causes of the error to four. The man who was born in 1941 named its; inter-lingual transfers, intra-lingual transfers,

¹⁰ *Ibid*, p.138.

¹¹ Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 2003), p.19.

context of learning, and communication strategies.¹² For a detailed explanation as follows:

1. Inter-lingual transfer

Inter-lingual transfer is the cause of error from transferring knowledge or grammar into the target language. That means that native speakers mix the target language in terms of patterns, systems or rules.¹³

2. Intra-lingual transfer

Intra-lingual transfer is an error due to the lack of language competency learned in the target language.¹⁴

3. Context of learning

The third cause is usually done by the student because of the teacher's explanation error. Can also occur due to miscellaneous explanations in the manual, structure or word or misunderstanding of the students.¹⁵

4. Communication Strategies

Communication strategies are defined and related to learning styles. Students use production strategies to improve their message delivery, but this technique can be a source of error.¹⁶

D. Types of Taxonomies in Error Analysis

Dulay, Burt, and Krashen divide the taxonomic type in the analysis of errors into four, namely linguistic category, surface strategy, comparative analysis, and communicative effect.¹⁷

¹² H. Douglas Brown, *Op.Cit.* p.263.

¹³ *Ibid.*

¹⁴ *Ibid*, p. 264.

¹⁵ *Ibid*, p.266.

¹⁶ *Ibid.*

1. Linguistic Category

Many taxonomic errors refer to linguistic types that are affected by errors. The linguistic category classifies errors based on either the linguistic or cinematic component of a particular linguistic error effect.¹⁸

2. Surface Strategy Taxonomy

The taxonomic surface strategy emphasizes the way surface structures change. Students can remove necessary items or add unnecessary ones, they misrepresent or mislead them.¹⁹

3. Comparative Taxonomy

Comparative taxonomy is the comparison between the structure of second language errors and certain other types of construction. This type of error usually compares errors made by children who learn the target language as their first language and sentence in the student's native language.²⁰

4. Communicative Effect Taxonomy

The effects of the communicative taxonomy focus on distinguishing between errors that seem to cause miscommunication and which are not. There are two types of communicative taxonomic effects: global errors and local errors.²¹

Based on the theories above, to analyze the mistakes of students in using the sentence past perfect tense, researchers only focus on the theory of The

¹⁷ Heidi, S Dulay, Marina Burt, Stephen Krashen, *Op.Cit.* p.146.

¹⁸ *Ibid*, p.146.

¹⁹ *Ibid*, p.150.

²⁰ *Ibid*, p.163.

²¹ *Ibid*, p.189.

Surface Strategy Taxonomy because this theory emphasizes the structural errors made by the students themselves.

E. Concept of Surface Strategy Taxonomy

The classification system is based on the ways in which the students' false version differs from the target version which is supposedly an opinion of James about the surface strategy taxonomy.²² By this, in analyzing students' errors we classify student errors based on the type of error made by the student. This can facilitate the researcher in doing the analysis and knowing the students' mistakes. Based on that, James classifies mistakes into five types: omission, addition, misformation, misordering, and blends.²³

On the other hand, Dulay et al. Explains that the surface strategy taxonomy emphasizes the way surface structure changes. Students can remove necessary items or add unnecessary ones, they misrepresent or mislead them.²⁴ They also add errors that students make are not the result of laziness or careless thinking, but the use of temporary principles for new language procedures. Dulay et.al calls this part of the cognitive process.²⁵ In contrast to other taxonomies, the surface strategy taxonomy assesses students' errors of cognitive processes performed by students.

Dulay et.al also classifies students' errors into only four types: omission, addition, misformation, and misordering.²⁶ Different from James that adds

²² Carl James, *Op.Cit.* p.106.

²³ *Ibid.*

²⁴ Heidi, S Dulay, Marina Burt, Stephen Krashen, *Op.Cit.* p.150.

²⁵ *Ibid*, p.150

²⁶ *Ibid*, p.154.

blends in his theory. Here's an explanation of the four types mentioned by Dulay et al.:

1. Omission

Omission errors are marked by the absence of items that should appear in well-formed utterances.²⁷ This is to be distinguished from ellipsis (E), and zero (Z), elements which are allowed by the grammar (indeed are powerful grammatical resources), whereas omission is ungrammatical.²⁸ In other words, omission is an error made by students who lack of grammar.

For examples, in the sentences

Incorrect:

a. He explained that *he fallen* to the irrigation because of the bus.

It is omitted *had* in the sentence.

b. The *tennis jumped* in the air for joy. She had won the match.

This sentence is omitted *player* that make the tense unclear.

c. I was not hungry at 1.00 p.m. I *had eaten*.

This sentence is omitted *already* that make the tense unclear.

Correct:

a. He explained that he *had* fallen to the irrigation because of the bus.

b. The tennis *player* jumped in the air for joy. She had won the match.

c. I was not hungry at 1.00 p.m. I had *already* eaten.

²⁷ *Ibid.*

²⁸ Carl James, *Loc.Cit.*

2. Addition

Addition errors are the opposite of omissions.²⁹ They are characterized by presence of an item which must not appear in a well-formed utterance.³⁰

Example:

Incorrect: You were too late. The airplane had *been* left.

A word *been* should be omitted from the sentence.

Correct: You were too late. The airplane *had left*.

There are three types of addition errors, namely double markings, regularizations, and simple addition.³¹

a. Double markings

Double markings are two items rather than one marked for the same feature.³² In a sentence where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense.³³ A typical result is an English sentence having two negators or two tense markers instead of one.³⁴ Example:

Incorrect:

1) Angel had *been* gone an hour ago.

A word *been* should be omitted from the sentence.

2) I handed Betsy the newspaper, but she did not want it. She had *reads* it during her lunch hour.

²⁹ Heidi, S Dulay, Marina Burt, Stephen Krashen, *Op.Cit.* p.156.

³⁰ *Ibid.*

³¹ *Ibid.*

³² *Ibid.*

³³ *Ibid.*

³⁴ Carl James, *Op.Cit.* p.107.

A word *read* should be without “s”

Correct:

- 1) Angel *had gone* an hour ago.
- 2) I handed Betsy the newspaper, but she did not want it. She had *read* it during her lunch hour.

b. Regularizations

A marker that is typically applies to a linguistic items, such as the class main verbs or the class of nouns called regularization.³⁵

Regularization, which involves overlooking exceptions and spreading rules to domains where they do not apply.³⁶

Incorrect:

- 1) I had *eating* when Bob came.
The word *eating* should change to *eaten*.
- 2) Oliver arrived at the theater on time, but he could not get in. He had *leaved* his ticket at home.

The word *leaved* should change to *left*, because past principle of leave is left.

Correct:

- 1) I had *eaten* when Bob came.
- 2) Oliver arrived at the theater on time, but he could not get in. He had *left* his ticket at home.

c. Simple additions

³⁵ Heidi, S Dulay, Marina Burt, Stephen Krashen, *Op.Cit.* p.157.

³⁶ Carl James, *Loc.Cit.*

Simple addition, which caters for all additions not describable as double markings or regularizations.³⁷ Simple addition is the use of an item which should not appear in well-formed utterance.³⁸ For example:

Incorrect:

1) *The* apple had fallen to the floor.

A word *the* should be *an*, because the word *apple* is only one.

2) Rani had eaten the *fishes*.

The word *fish* is not needed to add “-es”

Correct:

1) *An* apple had fallen to the floor.

2) Rani had eaten the *fish*.

3. Misformation

Misformation is the use of the wrong form of the morpheme or structure.³⁹ While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect.⁴⁰ James called this error as misselection errors.⁴¹

Incorrect: I did not know who he was, I had never *saw* him before.

The word *saw* should change to *seen*, because past principle of see is seen.

Correct: I did not know who he was, I had never *seen* him before.

³⁷ *Ibid*, p.108.

³⁸ Heidi, S Dulay, Marina Burt, Stephen Krashen, *Op.Cit.* p.158.

³⁹ *Ibid*.

⁴⁰ *Ibid*.

⁴¹ Carl James, *Loc.Cit*.

There are three types of misinformation frequently reported in the literature:

a. regularizations, b. archi-form, and c. alternating form.⁴²

a. Regularization

Errors that belong to this category are those in which a regular marker is used in place of an irregular.⁴³ Learners also commonly make regularization errors in the comprehension of grammar.⁴⁴ For example:

Incorrect:

1) She had *rode* a car for the first time this morning.

The word *rode* should change to *ridden*, because past principle of ride is ridden.

2) After the *womans* had left, I went to bed.

The word *womans* should change to *women*, because plural word of woman is women.

Correct:

1) She had *ridden* a car for the first time this morning.

2) After the *women* had left, I went to bed.

b. Archi-forms

Archi-form is the selection of one member of a class of form to represent others in the class is common characteristic, of all stages to tenth language acquisition.⁴⁵ The particular form selected for such archi-

⁴² Heidi, S Dulay, Marina Burt, Stephen Krashen, *Loc.Cit.*

⁴³ *Ibid.*

⁴⁴ *Ibid*, p.159.

⁴⁵ *Ibid*, p.160.

use varies for different learners, but the use of archi-forms is a typical phenomenon in the acquisition of a new language.⁴⁶

Incorrect:

1) My father had bought *that* books last night.

The word *that* should change to *these*, because there is plural word.

2) Had you given *that* dogs *some* food?

The word *that* should change to *those*, because there is plural word.

And the word *some* should change to *any*, because it is an interrogative tense.

Correct:

1) My father had bought *these* books last night.

2) Had you given *those* dogs *any* food?

c. Alternating form

Alternating form is caused by the use of archi-form that often gives way to the apparently fairly free alternation of various members of a class of words and the different usages among them.⁴⁷

Examples:

Incorrect:

1) The movie had played by the time we bought *we* popcorn.

The word *we* should change to *our*, because the possessive adjective of *we* is *our*.

2) Sam had already left when *me* got to the cafeteria.

⁴⁶ *Ibid.*

⁴⁷ *Ibid*, p.161.

The word *me* should change to *I*, because it is the subject of the word.

Correct:

- 1) The movie had played by the time we bought *our* popcorn.
- 2) Sam had already left when *I* got to the cafeteria.

4. Misordering

The incorrect placement of a morpheme or group of morpheme in an utterance called misordering.⁴⁸ In addition to these creative misordering errors, students have mad written misordering errors that are word-for-word translations of native language surface structures.⁴⁹ Part of linguistical competence, in addition to selecting the right forms to use in the right context, is to arrange them in the right order, said james.⁵⁰

Example:

Incorrect:

- a. We *had eaten not* breakfast this morning.

The sentence is a wrong form, a word *not* should put before a word *eaten*.

- b. The train *already had* left.

The sentence is a wrong form, a word *had* should put before a word *already*.

Correct:

- a. We *had not eaten* breakfast this morning.
- b. The train *had already* left.

⁴⁸ *Ibid*, p.162.

⁴⁹ *Ibid*, p.163.

⁵⁰ Carl James, *Op.Cit.* p.110

Based on the explanation above, the writer analyze the research with Surface Strategy Taxonomy by Dulay et.al.

F. Concept of Grammar

Scott Thornbury in his book *How to Teach Grammar* defined Grammar is an activity of studying a structure in a language. The writer of the book that born on New Zealand, 1950 explains that Grammar has been concerned only with analysis at the level of the sentences. Thus, a grammar explains about how components are correctly arranged in a sentence.⁵¹ Similar to Scoot, Penny Ur convey in her book that a set of rules that describes how words are arranged or changed creates a sentence of acceptable meaning in the language is grammar.⁵²

And, Otto says that grammar deals with the structure of languages, the way in which these words are modified and joined together to express thoughts and feelings differs from one language to another.⁵³ It means that grammar is one of important component needed to improve the language ability to communication. By using grammar, people can construct and arrange sentence well.

From the theories above, grammar can be defines as the rules of language to arrange the words to be a sentence that have a meaning.

⁵¹Scott Thornbury, *How to Teach Grammar* (United Kindom: Pearson, 2002), p.1.

⁵²Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University, 2009), p. 87.

⁵³Otto Jespersen, *Essentials of English Grammar* (London: Routledge, 2006), p. 2.

G. Concept of Tense

1. Definition of Tense

Declerck defines a tense is the pairing of a morpho-syntactic form with a meaning, the meaning, being the specification of the temporal location of a situation.⁵⁴ Tense commonly refers to the time of the situation which relates to the situation of the utterance or at the moment of speaking.

There are many definitions of tense. One of them is as stated by Geoffrey Leech and Jan Svartvik stated that by tense we understand the correspondence between the form of the verb and our concept of time (past, present, or future).⁵⁵ And Laurie Bauer argues that tense is a matter of time that can not be separated from an action, event or state.⁵⁶

Based on the definitions above, the writer concludes that tense is a verb-form that is indicates the time at which a state happens or the action.

2. The Use of Tense

Tense is used to show the relation between the action or state described by the verb and the time, which is reflected in the form of the verb. There are two basic tenses in English; the present tense and the past tense.⁵⁷ The present is like the base form, although the verb of the third person singular is added -s. Regular verbs are added *-ed* or *-d* to show the past tense, while irregular verbs change in many different ways, or not at all in some cases.

⁵⁴ Renaat Declerck, *The Grammar of The English Verb Phrase* (Berlin: Walter de Gruyter GmbH & Co, 2006), p.94.

⁵⁵ Geoffrey Leech, Jan Svartvik, *A Communicative Grammar of English* (3rd ed) (London: Pearson Education Limited, 2002), p.415.

⁵⁶ Laurie Bauer, *English Word Formation* (Cambridge: Cambridge University Press, 2012), p.157.

⁵⁷ Renaat Declerck, *Op. Cit.* p.22.

3. The Types of Tense

The time that a verb shows is usually called tense. English has three main time division, past, present, and future, expressed by the simple tenses.⁵⁸

Azar stated in more detailed overview the English verb tenses as the simple tense, the progressive tenses, the perfect tenses and the perfect progressive tenses.⁵⁹

Each type of tense has a Present, a Past, and a Future form, as well as other modal forms. Thus, just as there are four present tenses in English, there are also four past tenses: The Simple Past, The Past Progressive, The Past Perfect, and The Past Perfect Progressive.

Based on the explanation above, the writer concludes that there are twelve verb tenses, and examples of each tense. They are:

Table 1
Types of Tense

Tense	Example
Present	I <i>work</i>
Past	Howard <i>worked</i> on the lawn
Future	You <i>will work</i> overtime this week
Present perfect	1. Gail <i>has worked</i> hard on the puzzle 2. They <i>have worked</i> well together
Past perfect	They <i>had worked</i> eight hours before their shift ended
Future perfect	The volunteers <i>will have worked</i> many unpaid hours
Present progressive	I <i>am not working</i> today, you are working the second shift
Past progressive	1. She <i>was working</i> outside 2. The plumbers <i>were working</i> here this morning
Future progressive	

⁵⁸ W. Stannard Allen, *Living English Structure* (5th ed) (London: Longman, 2009), p.75.

⁵⁹ Betty Schramper Azar, *Understanding and Using English Grammar* (3rd ed) (New York: Longman, 2002), p.7.

Present perfect progressive	The sound system <i>will be working</i> by tonight
Past perfect progressive	Married life <i>has not been working</i> out for that couple
Future perfect progressive	I <i>had been working</i> overtime until recently
	My sister <i>will have been working</i> at that store for eleven straight months by the time she takes a vocation next week.

The past perfect tenses are formed by adding *had* to the past participle (the form of the verb that ends, usually, in –ed).

H. Concept of The Past Perfect Tense

1. Definition of The Past Perfect Tense

The past perfect tense is one of the more difficult English tenses to use well or even correctly. However, it is not as difficult as it is often made, and many of the problems students have with it are the result of the inadequate explanations usually given in material books.

Allen tells in his book, the idea of the past perfect as a “before-past” leads to its logical use in reported speech.⁶⁰ According to Betty Azar state that if either *before* or *after* is used in the sentence, the past perfect is often not necessary because the time relationship is already clear.⁶¹

For example:

The train left at 9 am. We arrived at 9.15 am. When we arrived, the train *had left*

You can sometimes think of the past perfect tense like the present perfect tense, but instead of the time being now the time is past. From the example

⁶⁰W. Stannard Allen, *Op. Cit.* p.138.

⁶¹ Betty Schampfer Azar, *Op.Cit.* p.45.

above, sentence explain about the situation in the past and will not do for twice.

2. The Form of The Past Perfect Tense

The past perfect tense is a rather important to learn for students because the students have to know the difference between the present perfect tense and past perfect tense. Some of the students have confused in using of the past perfect tense. In fact, the structure of the past perfect tense is very simple. The problems come with the use of the tense.

Table 2
The Formula of The Past Perfect Tense⁶²

(+)	Subject +	Had +	Past participle (V3)
(-)	Subject +	Had + not	Past participle (V3)
(?)	Had +	Subject +	Past participle (V3)

The formula of the past perfect tense is used when an action had passed or finished. There are some examples the use of the formula.

Table 3
The Examples of Past Perfect Tense

	Subject	Auxiliary verb		Main verb	
+	I	Had		finished	my work.
+	You	Had		stopped	before me.
-	She	Had	not	gone	to school.
-	We	Had	not	left.	
?	Had	You		arrived?	
?	Had	They		eaten	dinner?

From the table above, it can be explain that the examples of positive sentence from the past perfect tense put subject as the first position, then put had after the subject, after that put past participle or the third types of verb

⁶² Betty Schramper Azar, *Fundamentals of English Grammar* (3rd ed) (White Plains: Longman, 2002), p.113.

and add other relevant information in the sentence. The examples of negative sentence from the past perfect tense look like similar with positive formula but, we need add (+ not) after the auxiliary verb (had). And the examples of interrogative sentence put the auxiliary verb (had) as the first position and it is followed by subject then put the past participle (V3) in the last position, it can be added with other relevant information of the sentence.

3. The Uses of The Past Perfect Tense

AJ. Thomson and A.V. Martinet stated that the past perfect can be used similarly for an action which began before the time of speaking in the past, and was still continuing at that time or stopped at that time or just before it and for an action which stopped some time before the time of speaking.⁶³

According to Micheal Swan, the past perfect tense use when:⁶⁴

- a. A common use is to 'go back' when we are already talking about the past, so as to make it clear that something had already happened at the time we are talking about.

Example: I realised that we *had met* before (NOT I realised that we *met* before or I realised that we *have met* before)

- b. The past perfect is common after past verbs of saying and thinking, to talk about things that had happened before the saying or thinking took place.

Example: I *told* her that I *had finished*. (NOT ... that I (*have*) *finished*)

⁶³ A.J. Thomson, A.V. Martinet, *A practical English Grammar* (4th ed) (Oxford: Oxford University Press, 1986), p.127.

⁶⁴ Michael Swan, *Practical English Usage* (8th ed) (Oxford: Oxford University Press, 2002), p.427.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The writer used descriptive qualitative research to analyze and describe students' errors in this research. Mack, Macqueen, Guest, and Namey in *Qualitative Research Methods: A Data Collector's Field Guide* explain that qualitative research is a type of scientific research.¹ They tell that scientific research is an investigation that seek answers to a question, systematically uses a predefined set of procedures to answer the question, collect evidence, produce findings that were not determined in advance, and produces findings that are beyond the immediate boundaries of the study.² It shows that the research happened to analysis a problem.

B. Research Subject

The subject of the research was the students of the tenth grade at the first semester of MAN 1 Lampung Utara in Academic Year 2018/2019. There are four classes of science program and four classes of social program in MAN 1 Lampung Utara, each class consist around 36 students and the total students of tenth grade are 278 students. The total of the students in science program in every class attach in the following table:

¹ Natasha Mack, et. al. *Qualitative Research Methods: A Data Collector's Field Guide* (North Carolina: Family Health International, 2005), p.1

² *Ibid.*

Table 4
The Number of Students at The First Semester of The Tenth Grade in Science Program of MAN 1 Lampung Utara in Academic Year of 2018/2019

No	Class	Gender		Total Students
		Male	Female	
1	X MIA 1	11	22	33
2	X MIA 2	14	21	35
3	X MIA 3	14	21	35
4	X MIA 4	11	22	33
Total		63	91	136

(Source: Document of MAN 1 Lampung Utara)³

Based on the table above, there are 4 classes in science program of the tenth grade in MAN 1 Lampung Utara. The number of students in science program of the tenth grade in MAN 1 Lampung Utara is 136, X MIA 1 with 33 students, X MIA 2 with 35 students, X MIA 3 with 35 students, and X MIA 4 with 33 students.

The sampling technique is needed to the research to get the representative data, and this research used purposive sampling technique. In *How to Design and Evaluate Research in Education* by Fraenkel and Wallen describe purposive sampling as a different from convenience sampling in that writer does not simply study whoever is available but rather used their judgement to select a sample that they believe, based on prior information, was provided the data needed.⁴ The writer took one class as a sample of the research it is appropriate with purposive sampling, that explain sampling is based on a specific purpose. The writer used purposive sampling because from the

³ The number of students at the first semester of the tenth grade in social program of MAN 1 Lampung Utara in the Academic Year 2018/2019.

⁴ Jack Fraenkel, Nourman E Wallen, *How to Design and Evaluate Research in Education* (7th ed) (New York: McGraw Hill, 2009), p.99.

preliminary research before, the teacher told that there were some classes that able to do a research about grammar.

In this research, the writer chose the class that got the lowest score to be analyze, the writer as a researcher chose class X MIA 2 as the sample of the research. It can be seen in the following table:

Table 5
Students' English Score of the Tenth Grade in Science Program of MAN 1 Lampung Utara at The First Semester in the Academic Year of 2018/2019

No	Score	Class				Total	Percentage
		X MIA 1	X MIA 2	X MIA 3	X MIA 4		
1	≥ 75	23	13	20	18	74	54,4 %
2	≤ 75	10	22	15	15	62	45,6 %
Total		33	35	35	33	136	100 %

(Source: Document of MAN 1 Lampung Utara)⁵

From the table students' English score above, the KKM of English subject in MAN 1 Lampung Utara is 75. There are some students got a score under the KKM with 45,6 percent. X MIA 2 is a class that has the most students get English scores under the KKM.

C. Data Collecting Technique

Data collecting technique is the first main step in the research, because the main purpose of the research is to get the data, explain Sugiyono.⁶ There was no scoring the test of students because of the test was a part of research process. The writer analyzed the students' sentences. The writer used the students' test as a documentation to analyze their sentences in using Past Perfect Tense. Sugiyono also tells in qualitative research, an extension of

⁵ Students' Average Score of the Tenth Grade in Social Program of MAN 1 Lampung Utara at the First Semester in the Academic Year of 2018/2019.

⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2015), p.224.

observation is needed to test credibility in research, be repeatedly collecting data.⁷ Based on the theory above the writer asked the students to make five sentences The Past Perfect Tense twice, they have been studying the material before from the syllabus in the school. After got the data, the writer analyzed and classified the error using Surface Strategy Taxonomy.

D. Research Instrument

In order to collect the data, the writer used the documentation. According to Arikunto, documentation derived from the word document means written subject.⁸ Furthermore, Setiyadi says that there were many variations of documents, from the very personal document up to the formal document.⁹ The lecturer in Lampung University mention the personal document can be photography, diary, personal letter, and story telling by someone. Meanwhile, formal document can be certain lesson, report book, final exam score, semester score, and official letter.¹⁰

In this research, the writer used one of formal document, that is a paper test. Each students wrote 5 sentences of the past perfect tense in a paper test. The test took place twice, the total of sentences from twice test are 10 sentences each students. The writer got 70 paper tests from 35 students to analyze.

E. Research Procedure

Based on Sugiyono there are four methods to collecting data.

⁷ *Ibid*, p. 271.

⁸ Suhaimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Renika Cipta, 2006), p.231.

⁹ Bambang Setyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graham Ilmu, 2006), p.249.

¹⁰ *Ibid*.

1. observation, 2. interviews, 3. documentation and 4. triangulation.¹¹ The writer used procedure of collecting data with documentation.

From the theory above, the writer used procedures of collecting data as follow:

- a. Asking permission to the head master of MAN 1 Lampung Utara.
- b. Determining the subject of the research. In this case the students in X MIA 2 of MAN 1 Lampung Utara by using purposive sampling technique.
- c. Determining the focus of the research. Focus of the research is students' error in using past perfect tense.
- d. Collecting data of error through documentation form the students' test in using past perfect tense as the instruments of the research.
- e. Analyzing the data by identify, classify, and calculate the percentage of the data.
- f. Reporting the result of the analysis. In this step, the writer as the researcher will write all of the information of the research to include the research finding.

F. Data Analysis

In analyzing the students' error in using Past Perfect Tense, the writer used Miles and Huberman model. Miles and Huberman model is an activity in qualitative data analysis is carried out interactively and lasts continuously until complete, so the data is saturated.¹² Activities in qualitative data analysis are

¹¹ Sugiyono, *Op. Cit.* p. 225.

¹² *Ibid*, p.246.

data reduction, data display, and conclusion drawing or verification.¹³

Based on the theory, the writer analyzed as follows:

1. Data Reduction

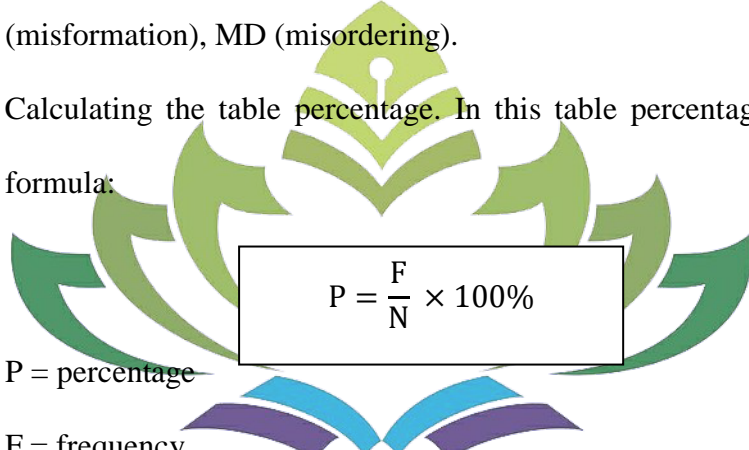
a. Collecting the data from the students' test.

2. Data Display

c. Identifying and classifying the data of students' error by numbering the items based on surface strategy taxonomy.

In this steps, the writer use code A (addition), O (omission), MF (misformation), MD (misordering).

d. Calculating the table percentage. In this table percentage she used the formula:



$$P = \frac{F}{N} \times 100\%$$

P = percentage

F = frequency

N = number of sample which is observed.¹⁴

3. Conclusion drawing or verification

e. Reporting the result.

Reporting the result by description the result of analysis.

¹³ *Ibid.*

¹⁴ Anas Sujiono, *Pengantar Statistic Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2006), p.43.

CHAPTER IV RESULT AND DISCUSSION

A. The Description of MAN 1 Lampung Utara

MAN 1 Lampung Utara is located on Jl. Perintis No.11, Candimas, South Abung, North Lampung.

1. The Brief Story of MAN 1 Lampung Utara

MAN (Madrasah Aliyah Negeri) 1 Lampung Utara was established in 1979. This school is under the auspices of The Indonesian Ministry of Religion.

2. Circumstance and Education Facilities

MAN 1 Lampung Utara has a permanent building and in good condition. The details can be seen in the table below:

**Table 6
Facilities and Infrastructures of MAN 1 Lampung Utara 2018**

No	The Name of Room	Total	Condition
1	School Unit	7	Good
2	Class Room	24	Good
3	Staffs and Teachers Room	2	Good
4	Office Room	1	Good
5	Library	1	Good
6	UKS Room	1	Good
7	Hall Room	1	Good
8	Mosque	1	Good
9	Computer Lab.	1	Good
10	Language Lab.	1	Good
11	Science Lab.	1	Good
12	Security Room	1	Good
13	Conseling Room	1	Good
14	Toilet	7	Good
15	Multipurpose Field	1	Good
16	Parking Area	2	Good

(Source: Documentation of MAN 1 Lampung Utara)

From the table, it can be said that the school is able to do learning and teaching process.

3. Situation of The Teachers and Staffs MAN 1 Lampung Utara

The situation of MAN 1 Lampung Utara's students in academic year of 2018/2019 have 813 students, while the teachers and staffs have 73 persons, they are

Table 7
The Data of Teachers and Staffs in MAN 1 Lampung Utara
Academic Year 2018/2019

No	Position	Total
1	The Headmaster	1
2	The Co-Headmaster	4
3	The Teachers	54
4	The Administration Staffs	10
5	Cleaning Service	4
6	Security	4

(Source: Document of MAN 1 Lampung Utara)

Based on the table above, it can be said that the teachers and staffs in MAN 1 Lampung Utara were complete when compared to the total number of students that are supported with good facilities and classrooms. This means possible to held the learning process to reach the goal of MAN 1 Lampung Utara according to the curriculum.

B. Result of the Research

The main instrument of this research was documentation, the writer asked the students to make five sentences The Past Perfect Tense twice. In collecting the data, the writer identified 350 sentences from twice test of thirty five students in X MIA 2 of MAN 1 Lampung Utara. Then, after checking the students' sentences, the writer found that there are 146 error items in test 1 and

114 error items in test 2. The common errors that are made by the students in learning the past perfect tense are Ommision, Addition, Misformation, and Misordering based on Surface Strategy Taxonomy. The proportions (frequency and percentage) of errors committed by the students in using the past perfect tense are omission error from test 1 with 40 (27,39 %) error items and test 2 with 21 (18,42%) error items, then the result of addition error from test 1 with 38 (26,02%) error items and test 2 with 33 (28,94%) error items, After that misformation error from test 1 is 64 (43,83%) error items and test 2 is 47 (41,22%) error items, and misordering error from test 1 is 10 (6,84%) error items and test 2 is 7 (6,14%) error items. It shows that the highest error from misformation, and the lowest error is misordering.

C. The Common Students' Errors in Writing The Past Perfect Tense

Following is several samples of students errors in writing the past perfect tense sentences based on Surface Strategy Taxonomy. The common error of each students can be seen in the appendix 3.

1. The Data of Students' Ommision Errors

Ommision errors are marked by the absence of items that should appear in well-formed utterances. In this research, the writer as a researcher found from test 1 with 40 error items and test 2 with 21 error items. The following data presents several samples of errors committed by the students. Therefore, the whole of data ommision can be seen in the appendix 4.

Table 8
Several Samples of Students' Ommision Errors

No	Students' Errors	Explanations	Corrections
1	Had you come in	Ommision of "article"	Had you come to <u>the</u>

	<u>restaurant?</u>		<u>restaurant?</u>
2	We had drunk <u>tea</u> ...	Ommision of “article”	We had drunk <u>a cup of tea</u>
3	I had <u>breakfast</u> ...	Ommision of “past participle”	I had <u>eaten</u> breakfast
4	I had leanerd <u>to school</u> <u>when the taxi.</u>	Ommision of “modifier”	I had learned in school <u>when the taxi came to my house.</u>
5	I had been <u>too hungry</u>	Ommision of “past participle”	I had <u>felt too hungry</u>
6	I had go <u>stadium football</u> ...	Ommision of “preposition”	I had <u>gone to football stadium</u>
7	I had play rohis <u>before balik school.</u>	Ommision of “subject and preposition”	I had played rohis before <u>I back from school.</u>
8	Had you <u>a breakfast?</u>	Ommision of “past participle”	Had you <u>eaten a breakfast?</u>
9	Had <u>reading books?</u>	Ommision of “subject”	Had <u>you</u> read books?
10	We had <u>breakfast</u>	Ommision of “past participle”	We had <u>eaten</u> breakfast

From several examples above, students omitted a word in a sentence of the past perfect tense. The explanation of omission word from the students is in the explanation column in the table.

2. The Data of Students' Addition Errors

Addition errors are characterized by presence of an item which must not appear in a well-formed utterance. In this research, the students added unnecessary item in the form of the documentation and there were test 1 with 38 error items and test 2 with 33 error items. The following data presents several samples of errors when they use the past perfect tense. Therefore, the whole of data addition errors can be seen in appendix 4.

Table 9
Several Samples of Students' Addition Errors

No	Students' Errors	Explanations	Corrections
1	I had <u>jogging</u>	Addition of “-ing”, it should be omitted	I had jogged ...
2	Had you a <u>before cooking</u> ?	Addition of “-ing”, it should be omitted	Had you cooked....?
3	I had not learned <u>reading</u> Al-Qur'an	Addition of “-ing”, it should be omitted	I had not learned Al-Qur'an
4	Had you <u>reading</u> books?	Addition of “-ing”, it should be omitted	Had you read books?
5	I had learned <u>reading</u> Al-Qur'an	Addition of “-ing”, it should be omitted	I had learned Al-Qur'an
6	I had breakfast befor I had <u>to do school</u>	Addition of “had and do”, it should be omitted	I had eaten breakfast before I went to school.
7	<u>I am</u> had	Addition of “to be”, it should be omitted	I had...
8	I had <u>been</u> ...	Addition of “been”, it should be omitted	I had
9	I had learned <u>study</u> ...	Addition of “verb”, it should be omitted	I had learned ...
10	<u>Had reading</u> books?	Addition of “-ing”, it should be omitted	Had you read books?

Based on several examples, addition errors from students are because students added “-ing” (regularization) in the past participle word, or students added other verb after the form past participle (double marking) in the past perfect sentence.

3. The Data of Students' Misformation Errors

Misformation is the use of the wrong form of the morpheme or structure. In this research, the students did misformation errors in using past perfect tense. It had found there were test 1 with 64 error items and test 2 with 47 error items. The following data presents several samples of the misformation errors when the students making past perfect tense sentences.

Table 10
Several Samples of Students' Misformation Errors

No	Students' Errors	Explanations	Corrections
1	Had you come <u>in</u> ...?	The word "in" should be replaced to be "to"	Had you come to ...?
2	Had you drunk a <u>jus</u> ?	The word "jus" should be replaced to be "juice"	Had you drunk a juice?
3	I had quit <u>in</u> my home.	The word "in" should be replaced to be "from"	I had quit from my home
4	I had <u>shop</u>	The word "V ₁ " should be replaced to be "V ₃ "	I had shopped ...
5	I had cleaned the <u>badroom befor</u>	The word "badroom befor" should be replaced to be "bedroom before"	I had cleaned the bedroom before
6	I had learned <u>matchmatic</u> ..	The word "matchmatic" should be replaced to be "math"	I had learned math....
7	I had not learned <u>matchmatic</u>	The word "matchmatic" should be replaced to be "math"	I had not learned math.....
8	I had breakfast <u>befor</u> <u>I had</u>	The word "befor" should be replaced to be "before"	I had eaten breakfast before I went....
9	I had <u>leanerd</u> to <u>school</u> when <u>they</u> <u>taxy</u> .	The word "leanerd to, they" should be replaced to be "learned to, the"	I had learned in school when the taxi
10	I am had very happy <u>leanerd</u> for you	The word "leanerd" should be replaced to be "learned"	I had learned to make you happy.

From the table above, it can be explained that misformation errors are dominated by students who make error in writing English word and error in using past participle.

4. The Data of Students' Misordering Errors

The incorrect placement of a morpheme or group of morpheme in an utterance called misordering. In this research, the students did misorder in their sentences. It had found were test 1 with 10 error items and test 2 with 7 error items. The following data were several samples of errors in making past perfect tense sentences.

Table 11
Several Samples of Students' Misordering Errors

No	Students' Errors	Explanations	Corrections
1	I had rewritten <u>the book English</u> .	Incorrect placement, the word "book" should be placed after "english"	I had rewritten the English book.
2	I had put <u>the book English</u> .	Incorrect placement, the word "book" should be placed after "english"	I had put the English book.
3	Had you a <u>before cooking?</u>	Incorrect placement of past perfect tense interrogative form.	Had you cooked before?
4	I am had <u>very happy leanerd</u> for you	Incorrect placement of past perfect tense positive form.	I had learned to make you happy.
5	I had not <u>turnet the of TV</u> before sleep	Incorrect placement, the word "the" should be placed after "off"	I had not turned off the TV before sleep
6	I had go <u>stadium football</u> ..	Incorrect placement, the word "stadium" should be placed after "football"	I had gone to football stadium ...
7	They had drunk avocado juice <u>mother make</u>	Incorrect placement, the word "mother cake" should be placed "made by mother"	They had drunk avocado juice made by mother
8	Had eaten hani?	Incorrect placement of past perfect tense interrogative form.	Had hani eaten?
9	Wina had eaten <u>ana before home work</u>	Incorrect placement, the word "ana" should be placed after "before"	Wina had eaten before ana did home work
10	I <u>had do not</u>	Incorrect placement of past perfect tense negative form.	I had not done...

Based on the table, the writer can be said that misordering error from the students created because of incorrect placement of a word in a sentence.

Table 12
The Classification of The Errors Committed by Each Students

Sample Number of Students	Kind of Students' Sentences Errors								Σ Errors
	Test 1				Test 2				
	O	A	MF	MD	O	A	MF	MD	
S1	1	-	2	-	-	-	1	2	6
S2	1	-	-	-	-	1	2	-	4
S3	-	1	2	1	-	3	-	-	7
S4	2	2	2	1	3	1	4	2	17
S5	1	-	2	-	1	2	2	-	8
S6	-	5	3	-	-	3	2	-	13
S7	1	-	-	-	1	-	1	-	3
S8	1	-	3	-	-	1	2	-	7
S9	3	-	1	-	1	-	1	-	6
S10	4	-	-	1	-	-	-	-	5
S11	1	-	1	-	2	-	-	2	6
S12	4	-	4	-	-	5	2	-	15
S13	1	-	4	2	1	-	4	-	12
S14	2	-	2	-	2	2	1	-	9
S15	-	1	2	-	-	-	-	-	3
S16	-	-	3	-	1	-	2	-	6
S17	2	-	1	-	-	1	4	-	8
S18	1	3	2	-	-	-	-	-	6
S19	-	2	4	-	1	5	3	-	15
S20	1	3	1	-	1	2	2	-	10
S21	-	3	2	-	2	3	-	-	10
S22	-	-	-	-	-	-	-	-	0
S23	-	2	1	-	2	1	2	-	8
S24	1	1	4	1	2	1	1	-	11
S25	2	1	2	-	1	3	2	1	12
S26	1	1	2	-	1	1	1	-	7
S27	-	4	2	-	-	1	-	-	7
S28	2	1	2	-	-	-	1		6
S29	-	2	3	1	-	-	-	-	6
S30	-	-	2	-	-	-	1	1	4
S31	1	-	2	1	-	-	1	-	5
S32	1	-	-	-	-	-	1	-	2
S33	4	1	-	1	-	-	-	-	6
S34	1	1	2	-	-	1	3	-	8
S35	-	-	1	-	-	-	1	-	2

Σ Errors	40	38	64	10	21	33	47	7	260
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(Source: Data Analysis)

Explanation:

O : Ommision Errors

A : Addition Errors

MF : Misformation Errors

MD : Misordering Erros

The table above is a classification of errors made from each student based on twice test. The detail sentences of error from the students can be seen at appendix 3.

D. The Percentage of Students' Errors in Writing The Past Perfect Tense Sentences

After collecting the data of students in making the past perfect tense, the writer identified 10 sentences (5 sentences each tests) from twice test that was made by each student using Surface Strategy Taxonomy. They are: ommision, addition, misformation, and misordering. Then she clasified the types of errors and determined the frequency of them. To calculate the percentage of errors, the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = percentage

F = frequency

N = number of sample which is observed.¹
(see appendix 5 for the calculation each types).

¹ Anas Sujiono, *Pengantar Statistic Pendidikan* (Jakarta: PT. Raja Grafindo Persada,2006), p.43.

Based on the analysis, the total number of errors from twice test are 260 items, test 1 with 146 items and test 2 with 114 items. Ommision errors were 40 items from test 1 and 21 from test 2, Addition errors were 38 items from test 1 and 33 from test 2, Misformation errors were 64 items from test 1 and 47 items from test 2, and 10 items from test 1 and 7 from test 2 for misordering errors. After getting the data, the writer made the percentage of the result of analysis. The result of this analysis test 1 showed omission error with 27,39 %, addition error with 26,02 %, misformation error with 43,83 %, and misordering with 6,84 %. Then test 2 showed the result that omission error 18,42 %, addition error 28,94%, misformation error 41,22 %, and misordering error 6,14 %. To be clearer see the table below:

Table 13
The Percentage of Students Errors

Kinds of Errors	Test 1		Test 2	
	Frequency	Percentage	Frequency	Percentage
Ommision	40	27,39 %	21	18,42 %
Addition	38	26,02 %	33	28,94 %
Misformation	64	43,83 %	47	41,22 %
Misordering	10	6,84 %	7	6,14 %
Total	146	100 %	114	100 %

(Source: Data Analysis)

It can be seen from the table above, the errors were made by students in the twice test. The students make more errors in the first test with 146 totals of errors than the second test. From the frequency and percentage above, in the test 1 and test 2 students made the most errors in misformation, and the least error in misordering. The difference of error in test 1 and test 2 is omission error higher compared to in the first test, but in the second test addition error higher than omission error.

E. Discussion

After collecting the data from the students, the writer got common of errors from their sentences based on Surface Strategy Taxonomy, they are ommision, addition, misinformation, and misordering. After identifying and classifying the types of errors, then proportions (frequency and percentage) were determined.

Based on the result of the research above, the writer found that the highest frequency of errors made by students in writing the past perfect tense on surface strategy taxonomy is misinformation with 43,83 % in test 1 and 41,22 % in test 2, meanwhile the lowest one is misordering with 6,84 % from test 1 and 6,14 % in test 2. Then the other types of errors are ommision 27,39 % (test 1) 18,42 % (test 2), and addition 26,02 % from test 1 and 28,94 % from test 2. From the test 1 and test 2, the writer found that some samples make error not only one error in a sentence, but also make 2 errors in a sentence.

For examples:

- *Had you a before cooking?*

In the underline words there are addition error and misordering error. Words “a before cooking” are not a well-form and it classifications to misordering error. And word “cooking” is added “-ing” by the sample, should be omitted. The correct sentence must be: *Had you cooked before?*

- *I had not leet came*

There are misinformation error and misordering error made by the sample. Words “leet came” classify to be misinformation error because word “leet” is a

wrong written in English from word “late”, and word “came” is a wrong morpheme from past participle of “come”. Then words “leet came” also are incorrect placement, it must be “come late”. So the right sentence is: *I had not come late.*

1. Misformation

Furthermore, in this research, the students made lots of errors in the form of misformation. As we know that misformation is the use of the wrong form of the morpheme or structure. In this research, the students did misformation errors in using past perfect tense. The students still confused and have difficulties in writing past perfect tense because in this types using past participle and seldom used by the students. For examples:

a. *I had shop to the market this morning.*

This sentence is an error of misselection of morphology in regular verb. The past participle of “shop” should be “shopped”.

The right sentence is: *I had shopped to the market this morning.*

b. *I had make a bag for you.*

This sentence is an error of misselection of morphology in irregular verb. The past participle of “make” should be “made”.

The correct sentence is: *I had made a bag for you.*

2. Addition

Addition errors are characterized by presence of an item which must not appear in a well-formed utterance. In this case, the students made 38

addition errors at the first test and 33 addition errors at the second test in their sentences. They add some items that should be no appear. Examples:

a. *I had learned study English.*

“study” is addition error in verb. Verb “study” should be ommited.

Here is the correct sentence: *I had learned English.*

b. *My mother had cooking fried rice.*

They add “-ing” in verb is classification as addition error. Verb “cooking” should be ommited the “-ing” and changed to be past participle “cooked”.

Correct sentence: *My mother had cooked fried rice.*

3. Ommision

In this case, the students made errors in the first test 40 items and 21 in the second test. The students did such errors because they forget to put some items in a form of past perfect tense. For examples:

a. *had you breakfast?*

It is ommision the past participle of interrogative form of past perfect tense. They should put past participle before word “breakfast” it becomes “*had you eaten breakfast?*”

b. *I had gone market.*

They ommited preposition before word “market”. They should put preposition and it becomes “*I had gone to market.*”

4. Misordering

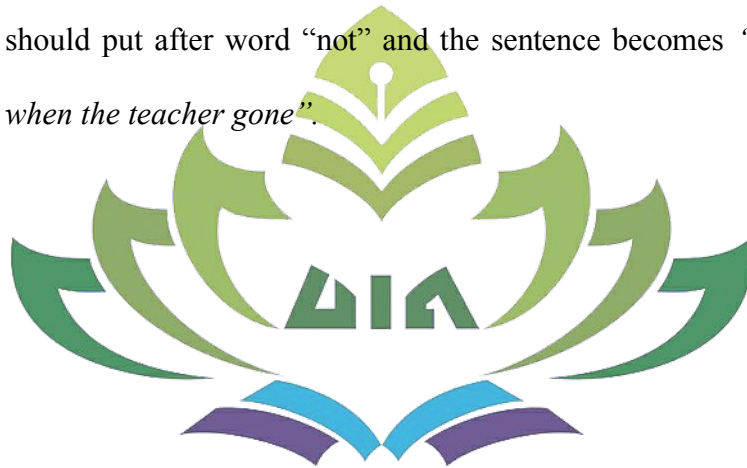
The writer found 10 errors in the first test, and 7 errors in the second test. As we know that the incorrect placement of a morpheme or group of morpheme in an utterance called misordering. Following examples below:

a. *I had put the book English*

Incorrect placement, the word “book” should be placed after “english”. and it becomes “*I had put the English book.*”

b. *I had done not when the teacher gone*

Incorrect placement of past perfect tense negative form. Past participle should put after word “not” and the sentence becomes “*I had not done when the teacher gone*”.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the data, the writer concluded that there were commons of errors made by students in writing past perfect tense sentences based on Surface Strategy Taxonomy. They are in form of ommision, addition, misformation, and misordering. The total numbers of errors commited by 35 students in twice test are 260 items with 146 items from the first test and 114 from the second test.

Moreover, the proportions (frequency and percentage) of the students' errors in writing past perfect tense sentences are ommision with 40 items or 27,39 % in the first test and 21 items or 18,42 % in the second test, addition in the first test 38 items or 26,02 % and the second test with 33 items or 28,94 %, misformation with 64 items or 43,83 % in the first test and 47 items or 41,22 % in the second test, and misordering in the first test 10 items or 6,84 % and the second test with 7 items or 6,14 %. Therefore, the result of the research shows that misformation errors are the highest errors that made by students.

B. Suggestion

From the conclusion above, the writer tries to give suggestions as follows:

1. For the English Teacher

The teacher should explain more clearly and detail about the material and give lots of variation examples of past perfect tense. So, the students will not get confuse to make past perfect tense sentences. In addition, the teacher

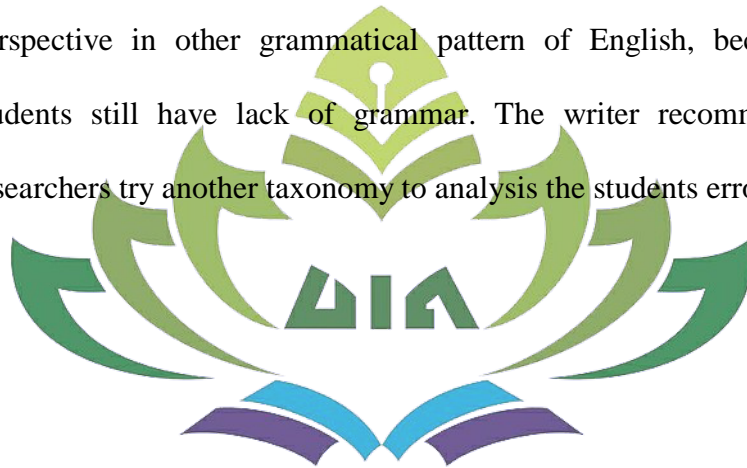
should apply attractive method in teaching to get more attention from the students.

2. For the Students

Students must pay attention when the teacher explain the material, especially in past perfect tense. If the students do not understand about the material, try to ask the teacher to get the detail explanation.

3. For Other Researchers

The other researchers can do research with the same object and different perspective in other grammatical pattern of English, because of many students still have lack of grammar. The writer recommends to other researchers try another taxonomy to analysis the students errors.



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Appendix 1 Sample of the Research

Data of Sample

Class: X MIA 2

No	Code	Students' Name	MALE/FEMALE
1	S1	A.F.A	M
2	S2	A	F
3	S3	A.S	M
4	S4	A.N.M	F
5	S5	B.N	M
6	S6	B.R	M
7	S7	B.D.R	F
8	S8	C.R.M	F
9	S9	D.P	F
10	S10	D.O	F
11	S11	D.A.P	F
12	S12	D.N	F
13	S13	D.R	F
14	S14	E.M	F
15	S15	H.H	F
16	S16	H.F	F
17	S17	I.A.F	M
18	S18	I.A.M	M
19	S19	I.J.I	M
20	S20	K.N	F
21	S21	M.Alf	M
22	S22	M.N.P	F
23	S23	M.Al	M
24	S24	N.R	F
25	S25	O.V.D	F
26	S26	P.L	F
27	S27	R.H	M
28	S28	R.P.P	M
29	S29	S.I	M
30	S30	S.A.N	M
31	S31	S.P	F
32	S32	S.N.A	F
33	S33	S.J	M
34	S34	T.R	F
35	S35	Z.M.P.T	F

S : Sample

M : Male

F : Female

Appendix 2 Interview for the English Teacher

Appendix 2.A Interview Guidelines for the English Teacher in the Pre-Research


Pewawancara : Ismi Imani

Narasumber : Saidah, S.Pd. (Guru Bahasa Inggris)

Hari/Tanggal : Senin/19 Maret 2018

Waktu :09.00

Tempat Wawancara : MAN 1 Lampung Utara

- 
1. Bagaimana pendapat anda mengenai pentingnya belajar Bahasa Inggris terutama dalam kemampuan grammar bagi siswa/i MAN 1 Lampung Utara?
 2. Dalam pembelajaran grammar terdapat beberapa jenis kegiatan yang menawarkan siswa/i untuk melatih kemampuan grammar mereka, metode apakah yang anda gunakan dalam mengajar grammar?
 3. Dalam memahami grammar, materi apakah yang siswa/i paling sulit pahami?
 4. Apakah yang menjadi penyebab masalah kesulitan siswa/i dalam memahami materi tersebut?

Appendix 2 B Transcript of Interview with the English Teacher in Pre-Research

Interviewer : Ismi Imani
Interviewee : Saidah, S.Pd (English Teacher)
Date of Interview : Monday, March 19, 2018
Time : 09.00 A.M.
Place : MAN 1 Lampung Utara

Ismi : Assalamu'alaikum Wr. Wb. Miss

Saidah : Wa'alaikumsalam Wr. Wb.

Ismi : Bagaimana kabarnya miss?

Saidah : Alhamdulillah baik, bagaimana denganmu?

Ismi : Baik miss, alhamdulillah. Miss saya ada sedikit keperluan, terkait dengan miss sebagai guru bahasa inggris.

Saidah : Ok, silahkan.

Ismi : Baik miss, sebelumnya perkenalkan nama saya Ismi Imani, Mahasiswi UIN Raden Intan Lampung, dalam kesempatan kali ini saya akan mewawancara miss untuk dijadikan narasumber dalam pra penelitian tugas akhir skripsi saya.

Saidah : Iya Ismi.

Ismi : Langsung ya miss, bagaimana pendapat miss tentang pentingnya belajar bahasa inggris terutama dalam kemampuan grammar di MAN 1 Lampung Utara?

Saidah : bahasa inggris itu bahasa yang penting untuk dipelajari siswa/i khususnya di Indonesia, kemampuan grammar itu salah satu yang penting untuk dipahami, karena disamping untuk menulis, kemampuan berbicara juga di nilai dari grammar nya.

Ismi : kalau boleh tahu miss, kalo dalam mengajar grammar metode apa yang paling sering miss gunakan dalam mengajar?

Saidah : yang pasti ceramah, karena untuk penjelasan dan pemaparan materi terlebih dahulu terus di beri penugasan untuk siswa nya.

Ismi : Oh begitu, ngomong-ngomong miss mengajar berapa kelas di sini miss?

Saidah : Kalau saya mengajar 7 kelas, 4 kelas X MIA dan 3 kelas XI MIA.

Ismi : Adakah diantara ketujuh kelas itu, siswanya yang sulit dalam memahami grammar miss?

Saidah : Jelas ada, yang paling sulit sih mengajar siswa kelas X MIA 1 dan 2, mereka kesulitan dalam memahami grammar.

Ismi : Materi grammar apakah yang paling mereka sulit pahami miss?

Saidah : materi yang paling baru diajarkan seminggu yang lalu nak, Past Perfect Tense. Khususnya kelas X MIA 2, beberapa kali dijelaskan masih ada tidak paham. Diberi tugas pun ada yang tidak bisa mengerjakan secara benar.

Ismi : penyebab dari tidak paham nya mereka dengan materi Past Perfect Tense apa ya miss?

Saidah : Mereka masih sulit membedakan antara Present Perfect Tense sama Past Perfect Tense, dan juga mereka masih banyak yang tidak bisa membedakan bentuk ketiga yang harus dirubah dari verb apakah itu irregular verb atau regular verb.

Ismi : Oh begitu ya miss, terimakasih miss sudah meluangkan waktunya untuk mau berbincang-bincang dengan saya.

Saidah : Iya, sama-sama.

Ismi : Pamit ya miss, Assalamu'alaikum Wr. Wb.

Saidah : Wassalamu'alaikum Wr. Wb.

Appendix 2 C The Result of the Interview for the English Teacher in The Pre-Research

No	Questions	Answers
1	Bagaimana pendapat anda mengenai pentingnya belajar Bahasa Inggris terutama dalam kemampuan grammar bagi siswa/i MAN 1 Lampung Utara?	bahasa inggris itu bahasa yang penting untuk dipelajari siswa/i khususnya di Indonesia, kemampuan grammar itu salah satu yang penting untuk dipahami, karena disamping untuk menulis, kemampuan berbicara juga di nilai dari grammar nya.
2	Dalam pembelajaran grammar terdapat beberapa jenis kegiatan yang menawarkan siswa/i untuk melatih kemampuan grammar mereka, metode apakah yang anda gunakan dalam mengajar grammar?	yang pasti ceramah, karena untuk penjelasan dan pemaparan materi terlebih dahulu terus di beri penugasan untuk siswa nya.
3	Dalam memahami grammar, materi apakah yang siswa/i paling sulit pahami?	materi yang paling baru diajarkan seminggu yang lalu nak, Past Perfect Tense. Khususnya kelas X MIA 2, beberapa kali dijelaskan masih ada yang tidak paham. Diberi tugas pun ada yang tidak

		bisa mengerjakan secara benar.
	Apakah yang menjadi penyebab masalah kesulitan siswa/i dalam memahami materi tersebut?	Mereka masih sulit membedakan antara Present Perfect Tense sama Past Perfect Tense, dan juga mereka masih banyak yang tidak bisa membedakan bentuk ketiga yang harus dirubah dari verb apakah itu irregular verb atau regular verb.



Appendix 3

Test 1

The Common Students' Errors Based on Surface Strategy Taxonomy

O : Ommision

A : Addition

MF : Misformation

MD : Misordering

Sample No.1

No	The Students' Errors	Corrections	Types of Errors
1	Had you come <u>in</u> ...?	Had you come to ...?	MF
2	Had you come <u>in</u> restaurant?	Had you come to the restaurant?	O
3	Had you drunk a <u>jus</u> ?	Had you drunk a juice?	MF

Sample No.2

No	The Students' Errors	Corrections	Types of Errors
4	We had drunk <u>tea</u>	We had drunk a tea	O

Sample No.3

No	The Students' Errors	Corrections	Types of Errors	Notes
5	I had learned <u>matchmatic</u> ..	I had learned math....	MF	
6	I had not learned <u>matchmatic</u>	I had not learned math.....	MF	
7	Had you <u>a before cooking</u> ?	Had you cooked....?	A	In word "cooking" the sample add "-ing"
8	Had you <u>a before cooking</u> ?	Had you cooked before?	MD	Words "before cooking" are not a well-form

Sample No.4

No	The Students' Errors	Corrections	Types of Errors	Notes
9	I had <u>breakfast</u>	I had eaten breakfast	O	
10	I had breakfast <u>befor</u> I had	I had eaten breakfast before I went....	MF	
11	I had breakfast befor I had <u>to do school</u>	I had eaten breakfast before I went to school.	A	
12	I had <u>leanerd</u> to <u>school</u> when <u>they</u> <u>taxy</u> .	I had learned in school when the taxi	MF	There are some wrong morphemes
13	I had <u>leanerd</u> to <u>school</u> when <u>they</u> <u>taxy</u> .	I had learned in school when the taxi came to my house.	O	There are some words omitted by samples
14	I <u>am</u> had	I had...	A	
15	I am had <u>very happy</u> <u>leanerd</u> for you	I had learned to make you happy.	MD	

Sample No.5

No	The Students' Errors	Corrections	Types of Errors
16	I had learned English <u>langoe</u>	I had learned English language	MF
17	I had not learned English <u>langoe</u>	I had not learned English language	MF
18	Had you <u>a breakfast</u> ?	Had you eaten a breakfast?	O

Sample No.6

No	The Students' Errors	Corrections	Types of Errors
19	I had learned <u>study</u> IPA...	I had learned ...	A
20	I had learned study <u>IPA</u> ...	I had learned science ...	MF
21	I had learned <u>study</u> b.arab ...	I had learned ...	A
22	I had learned study <u>b.arab</u> ...	I had learned arabic language	MF
23	I had learned <u>study</u> aqidah...	I had learned ...	A
24	I had learned <u>study</u>	I had learned ...	A

	English ...		
25	I had learned <u>study</u> IPS	I had learned	A
26	I had learned study <u>IPS</u> ...	I had learned social subject	MF

Sample No.7

No	The Students' Errors	Corrections	Types of Errors
27	We had <u>breakfast</u>	We had eaten breakfast..	O

Sample No.8

No	The Students' Errors	Corrections	Types of Errors
28	Tina had <u>swam</u> ...	Tina had swum ...	MF
29	Erin had <u>eatten</u> ...	Erin had eaten ...	MF
30	I had studied <u>sains</u>	I had studied science ...	MF
31	Ana had <u>finished before</u> <u>ina came here</u>	Ana had finished her homework before ina came here	O

Sample No.9

No	The Students' Errors	Corrections	Types of Errors
32	I had gone <u>market</u> ...	I had gone to market	O
33	You had not gone <u>school</u> ...	You had not gone to school ...	O
34	Had they gone <u>school</u> ?	Had they gone to school	O
35	She had <u>drink</u> seven glasses of water	She had drunk seven glasses of water	MF

Sample No.10

No	The Students' Errors	Corrections	Types of Errors
36	I had gone sport before <u>to field</u>	I had gone sport before they come to field	O
37	I had not gone sport before <u>to field</u>	I had not gone sport before they come to field	O
38	Had you gone sport before to field ?	Had you gone sport before they come to field?	O
39	They had drunk avocado juice <u>mother make</u>	They had drunk avocado juice made by mother	MD

40	They had not drunk avocado juice <u>mother</u>	They had not drunk avocado juice made by mother	O
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Sample No.11

No	The Students' Errors	Corrections	Types of Errors
41	Dino had read <u>before</u>	Dino had read a magazine before ...	O
42	Riski had <u>swam</u>	Riski had swum ...	MF

Sample No.12

No	The Students' Errors	Corrections	Types of Errors	Notes
43	I hat dinner	I had ...	MF	
44	I hat <u>dinner you came here</u>	I had eaten dinner when you came here	O	
45	I <u>hat</u> not dinner you came <u>her</u>	I had not here	MF	
46	I hat not <u>dinner you came her</u>	I had not eaten dinner when you came here	O	
47	I <u>hat</u> birdhday partty you came <u>her</u>	I had birthday party you came here	MF	There are some wrong morphemes
48	I <u>hat</u> birdhday partty you came <u>her</u>	I had gone to birthday party when you came here.	O	There are some words omitted by the sample
49	I <u>hat</u> not birdhday <u>parrrty</u> you came here	I had not birthday party	MF	There are some wrong morphemes
50	I <u>hat</u> not birdhday <u>parrrty</u> you came here	I had not gone to birthday party when you came here.	O	There are some words omitted by the sample

Sample No.13

No	The Students' Errors	Corrections	Types of Errors	Notes
51	I had eaten when you <u>welcome</u>	I had eaten when you came	MF	

52	I <u>had</u> do not	I had not done...	MD	
53	I <u>had</u> do not <u>swiming</u> ...	I had not done swimming ...	MF	
54	Had you <u>work</u> it?	Had you worked it?	MF	
55	I had <u>do not when</u> teache gone	I had not done when	MD	There is a wrong well-form in the underline sentence
56	I had <u>do not when</u> <u>teache</u> gone	I had not done my task when the teacher	O	There are some words omitted by the sample
57	I had do not <u>when</u> <u>teache</u> <u>gone</u>	I had not done my task when the teacher was go.	MF	There are some wrong morphemes

Sample No.14

No	The Students' Errors	Corrections	Types of Errors
58	I had eaten <u>night</u>	I had eaten at night ...	O
59	I had eaten night when mother <u>come</u> to house	I had eaten at night when mother came to house	MF
60	I had <u>breakfast</u>	I had eaten breakfast	O
61	I had breakfast when father <u>come</u>	I had eaten breakfast when father came	MF

Sample No.15

No	The Students' Errors	Corrections	Types of Errors
62	They had gone to lampung <u>yesterday morning</u>	They had gone to lampung this morning	MF
63	The picture had <u>been</u> burned ...	The picture had burned	A
64	I would <u>have got</u> all the chances if you had helped me ...	I would like to got all the chances if you had helped me ...	MF

Sample No.16

No	The Students' Errors	Corrections	Types of Errors
65	I had <u>study</u> <u>sains</u>	I had studied science ...	MF

66	They had not <u>study sains</u> ..	They had not studied science ...	MF
67	I had <u>study speech</u> ...	I had studied speech ...	MF

Sample No.17

No	The Students' Errors	Corrections	Types of Errors
68	I had <u>breakfast</u> ...	I had eaten breakfast ...	O
69	I had <u>before some breakfast</u>	I had taken a bath before I ate some breakfast	O
70	I had <u>leanerd</u> football ...	I had learned football ...	MF

Sample No.18

No	The Students' Errors	Corrections	Types of Errors
71	I had <u>breakfast before</u> ...	I had eaten breakfast before ...	O
72	I had breakfast before I <u>had to do school</u>	I had eaten breakfast before I went to school	MF
73	I had <u>singing</u>	I had sung ...	A
74	I had <u>sit down</u>	I had sat down	MF
75	I had <u>swiming</u>	I had swum ...	A
76	I had <u>cycling</u>	I had cycled ...	A

Sample No.19

No	The Students' Errors	Corrections	Types of Errors
77	I had <u>make a bag</u>	I had made a bag	MF
78	I had learned <u>study</u> ...	I had learned ...	A
79	I had learned study <u>b.inggris</u> ...	I had learned English ...	MF
80	I had learned <u>study Fiqh</u>	I had learned Fiqh	A
81	I had <u>make soes</u> ...	I had made shoes ...	MF
82	I had <u>make sock</u> ...	I had made sock ...	MF

Sample No.20

No	The Students' Errors	Corrections	Types of Errors
83	I had eaten <u>night before my family ate night</u>	I had eaten at night before my family ate at night	O

84	Had you <u>study English</u> ...	Had you studied english ...	MF
85	I had <u>reading a novel</u>	I had read a novel ...	A
86	I had not <u>reading an english book</u>	I had not read an english book ...	A
87	Had you <u>writing</u> ...	Had you written ...	A

Sample No.21

No	The Students' Errors	Corrections	Types of Errors
88	I had <u>reading a book</u> ...	I had read a book	A
89	I had not learned <u>fisica</u> ...	I had not learned physics ...	MF
90	I had learned <u>study english</u>	I had learned english	A
91	I had not learned <u>study kimia</u> ...	I had not learned chemisty subject	A
92	I had not learned <u>study kimia</u> ...	I had not learned chemisty subject	MF

Sample No.22

No	The Students' Errors	Corrections	Types of Errors
-	-	-	-

Sample No.23

No	The Students' Errors	Corrections	Types of Errors	Notes
93	I had learned <u>study fisika</u> ...	I had learned physics ...	A	There is an addition word that is should be omitted
94	I had learned <u>study fisika</u> ...	I had learned physics ...	MF	There is a wrong morpheme
95	I had learned <u>study economics</u>	I had learned economics	A	

Sample No.24

No	The Students' Errors	Corrections	Types of Errors	Notes
96	I had learned	I had learned	MF	

	<u>swiming</u> breakfast ...	swimming before ...		
97	I had <u>eatening</u> breakfast ...	I had eaten ...	A	
98	I had <u>eatening</u> breakfast ...	I had eaten breakfast ...	MF	
99	You had <u>gone</u> breakfast	You had gone to breakfast	MF	
100	You had eaten <u>neight</u> my family to <u>naigh</u>	You had eaten at night when my family came tonight	MF	There are some wrong morphemes
101	You had eaten <u>neight</u> my family to <u>naigh</u>	You had eaten at night when my family came tonight	O	There are some words omitted by the sample
102	Had <u>where</u> <u>gone</u> to school?	Had they gone to school?	MD	

Sample No.25

No	The Students' Errors	Corrections	Types of Errors
103	I had <u>leaten</u> a food	I had eaten a food	MF
104	I had <u>sport</u> badminton	I had done sport badminton	O
105	I had <u>playing</u> ...	I had played ...	A
106	I had <u>when</u> you went ...	I had <u>slept</u> when you went ...	O
107	I had <u>up</u> to you ...	I had followed you ...	MF

Sample No.26

No	The Students' Errors	Corrections	Types of Errors
108	I had not <u>turned</u> of the TV	I had not turned off the TV ...	MF
109	I had <u>been</u> ...	I had	A
110	I had <u>been</u> too hungry	I had felt too hungry	O
111	She had already <u>foud</u>	She had already found ...	MF

Sample No.27

No	The Students' Errors	Corrections	Types of Errors
112	I had learned <u>study</u> IPA ...	I had learned science ...	A

113	I had learned study <u>IPA</u> ...	I had learned science ...	MF
114	I had learned <u>study</u> fisika ...	I had learned physics ...	A
115	I had learned study <u>fisika</u> ...	I had learned physics...	MF
116	I had learned <u>study</u> economics ...	I had learned economics ...	A
117	I had learned <u>study</u> english...	I had learned english ...	A

Sample No.28

No	The Students' Errors	Corrections	Types of Errors	Notes
118	I had <u>breakfast</u> ...	I <u>had</u> eaten breakfast	O	
119	I had breakfast <u>befor</u> <u>I had to do school</u>	I <u>had</u> eaten breakfast <u>before</u> I went to school	MF	
120	I <u>am</u> very happy for <u>you</u>	I had felt happy for you	MF	
121	I had <u>been</u> too angry	I had felt too angry	O	There are two errors in a sentence
122	I had been <u>too</u> angry	I had felt too angry	A	There are two errors in a sentence

Sample No.29

No	The Students' Errors	Corrections	Types of Errors	Notes
123	I had learned <u>fica</u> <u>when they como to class</u>	I had learned physics when they came to class	MF	
124	I had not learned <u>fica</u> <u>when they como to class</u>	I had not learned physics when they came to class	MF	
125	I had learned economics when they <u>com</u> to class	I had learned economics when they came to class	MF	
126	Had you <u>a</u> <u>before</u> <u>cooking?</u>	Had you cooked before?	A	There is an addition word

				that is should be omitted
127	Had you <u>a before cooking?</u>	Had you cooked before?	MD	There is an incorrect placement of word
128	I had not learned <u>study english</u> when they come to class	I had not learned english when they come to class	A	

Sample No.30

No	The Students' Errors	Corrections	Types of Errors
129	Had you come <u>in</u> hospital?	Had you come to hospital?	MF
130	Had you overseen <u>you dog?</u>	Had you overseen your dog?	MF

Sample No.31

No	The Students' Errors	Corrections	Types of Errors	Notes
131	I had not <u>leet came</u>	I had not come late	MF	There is a wrong morpheme
132	I had not <u>leet came</u>	I had not come late	MD	There is an incorrect placement of word
133	Had you <u>brought english books?</u>	Had you brought english book?	MF	
134	I had <u>done cake</u>	I had done to buy a cake	O	

Sample No.32

No	The Students' Errors	Corrections	Types of Errors
135	Rina had finished it when she <u>came her house</u>	Rina had finished it when she came to her house	O

Sample No.33

No	The Students' Errors	Corrections	Types of Errors	Notes
136	I had eaten <u>you came here</u>	I had eaten when you came here	O	
137	I had not eaten <u>they came here</u>	I had not eaten when then they came here	O	There are two errors in one sentence
138	I had <u>swiming</u> <u>you</u> came here	I had swum before you came here.	A	There are two errors in one sentence
139	I had <u>swiming</u> <u>you</u> came here	I had swum before you came here.	O	
140	<u>About you had eaten come here?</u>	Had you eaten before you come here?	MD	
141	You had <u>sport after I come here</u>	You had done sport after I come here	O	

Sample No.34

No	The Students' Errors	Corrections	Types of Errors
142	I had <u>studented</u> before <u>you came here</u>	I had studied before you came here	MF
143	Had she <u>readen</u> <u>book?</u>	Had she read the book?	A
144	Mila had not <u>played</u> when	Mila had not played the game when ...	O
145	Andre had <u>swimmer</u> before ...	Andre had swum before ...	MF

Sample No.35

No	The Students' Errors	Corrections	Types of Errors
146	I had not <u>came in</u> bandar lampung city	I had not come in bandar lampung city	MF

The total errors from the test 1 are 146 error items.

Test 2

The Common Students' Errors Based on Surface Strategy Taxonomy

O : Omission

A : Addition

MF : Misformation

MD : Misordering

Sample No.1

No	The Students' Errors	Corrections	Types of Errors
1	I had quit <u>in</u> my home.	I had quit from my home	MF
2	I had rewritten <u>the book English</u> .	I had rewritten the English book.	MD
3	I had put <u>the book English</u> .	I had put the English book.	MD

Sample No.2

No	The Students' Errors	Corrections	Types of Errors
4	I had <u>jogging</u>	I had jogged ...	A
5	I had <u>shop</u>	I had shopped ...	MF
6	I had cleaned the <u>badroom</u> <u>befor</u>	I had cleaned the bedroom before	MF

Sample No.3

No	The Students' Errors	Corrections	Types of Errors
7	I had not learned <u>reading</u> Al-Qur'an	I had not learned Al-Qur'an	A
8	Had you <u>reading</u> books?	Had you read books?	A
9	I had learned <u>reading</u> Al-Qur'an	I had learned Al-Qur'an	A

Sample No.4

No	The Students' Errors	Corrections	Types of Errors	Notes
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10	I am had very happy <u>leanerd</u> for you	I had learned to make you happy.	MF	
11	I had not <u>turnet the</u> of TV before sleep	I had not turned off the TV before sleep	MF	There is wrong morpheme in the underline words
12	I had not <u>turnet the</u> of TV before sleep	I had not turned off the TV before sleep	MD	There is an incorrect placement in the underline words
13	I had <u>been</u> ...	I had	A	
14	I had been <u>too hungry</u>	I had felt too hungry	O	
15	I had <u>go</u> ...	I had gone	MF	
16	I had go <u>stadium football</u> ..	I had gone to	O	There is a word omitted by the sample
17	I had go <u>stadium football</u> ..	I had gone to football stadium ...	MD	There is an incorrect placement in the underline words
18	I had <u>play rohis</u> before <u>balik</u>	I had played rohis before back	MF	There are wrong morphemes in the underline words
19	I had <u>play rohis</u> before <u>balik school</u>	I had played rohis before back from school.	O	The sentence need some words to add

Sample No.5

No	The Students' Errors	Corrections	Types of Errors	Notes
20	I had learned <u>study</u> ...	I had learned ...	A	
21	I had learned study <u>IPS</u>	I had learned social subject	MF	
22	I had learned study <u>IPA</u>	I had learned science subject	MF	
23	<u>Had reading</u> books?	Had you read books?	O	There is no subject in the

				sentence
24	Had <u>reading</u> books?	Had you read books?	A	The underline word add “-ing” by the sample

Sample No.6

No	The Students' Errors	Corrections	Types of Errors
25	I had learned <u>study</u> PKN ...	I had learned ...	A
26	I had learned <u>study</u> Kimia ...	I had learned ...	A
27	I had learned study <u>Kimia</u> ...	I had learned chemistry subject	MF
28	I had learned <u>swiming</u> ...	I had learned swimming ...	MF
29	I had learned <u>play</u> football ...	I had learned football	A

Sample No.7

No	The Students' Errors	Corrections	Types of Errors
30	They had out	They had gone out	O
31	My brother had sleep ...	My brother had slept ...	MF

Sample No.8

No	The Students' Errors	Corrections	Types of Errors
32	My mother had <u>cookes</u> rice ...	My mother had cooked rice ...	MF
33	Tania had <u>seeing</u>	Tania had seen ...	A
34	I had not <u>came</u>	I had not come ...	MF

Sample No.9

No	The Students' Errors	Corrections	Types of Errors
35	Had you <u>drink</u> water?	Had you drunk water?	MF
36	Had we slept before <u>come</u> <u>here</u> ?	Had we slept before they come here?	O

Sample No.10

No	The Students' Errors	Corrections	Types of Errors
-	-	-	-

Sample No.11

No	The Students' Errors	Corrections	Types of Errors
37	Had eaten hani?	Had hani eaten?	MD
38	Wina had eaten <u>ana before home work</u>	Wina had eaten before ana did home work	MD
39	I had eaten <u>hani home work</u>	I had eaten when hani did home work	O
40	Wina had eaten before <u>everythings</u>	Wina had eaten before they did everythings	O

Sample No.12

No	The Students' Errors	Corrections	Types of Errors
41	You had slept before <u>I am came</u>	You had slept before I came	A
42	You had not slept before <u>I am came</u>	You had not slept before I came	A
43	Had you slept before <u>I am came?</u>	Had you slept before I came	A
44	She <u>hat go to school</u>	She had gone to school ...	MF
45	She <u>hat go to school before I am came</u>	She had gone to school before I came	A
46	She <u>hat not go to school</u>	She had not gone to school ...	MF
47	She <u>hat not go to school before I am came</u>	She had not gone to school before I came	A

Sample No.13

No	The Students' Errors	Corrections	Types of Errors
48	They had <u>welcome when people gone</u>	They had come when people was go	MF
49	Had you <u>to class?</u>	Had you come to the class?	O
50	We had not <u>work it when teacher gone</u>	We had not worked it when teacher was go	MF

51	You had eaten when mother <u>gone</u>	You had eaten when mother was go	MF
52	Had they <u>larened</u> tahfidz?	Had they learned tahfidz?	MF

Sample No.14

No	The Students' Errors	Corrections	Types of Errors	Notes
53	Had mother <u>reading</u> ?	Had mother read?	A	The underline word add “-ing” by the sample
54	Had mother <u>reading</u> ?	Had mother read the newspaper?	O	The sentence is not clear
55	Mother had <u>cookes</u> <u>ketika we come</u>	Mother had cooked when we came	MF	
56	Had you <u>writing</u> ?	Had you written?	A	The underline word add “-ing” by the sample
57	Had you <u>writing</u> ?	Had you written your task?	O	The sentence is not clear

Sample No.15

No	The Students' Errors	Corrections	Types of Errors
-	-	-	-

Sample No.16

No	The Students' Errors	Corrections	Types of Errors
58	I had <u>study</u> jerman languae	I had studied german language ...	MF
59	I had not <u>lunch</u> ...	I had not eaten lunch ...	O
60	<u>Hay</u> you worked?	Had you worked?	MF

Sample No.17

No	The Students' Errors	Corrections	Types of Errors
61	Had yuna <u>sleeping</u> ...?	Had yuna slept ...?	A
62	Had yuna sleeping <u>him</u> <u>gone</u> ?	Had yuna slept when he was go?	MF
63	Had alan sai that he <u>gone</u>	Had alan said that he	MF

	to secool huen sinta kalet <u>him?</u>	went to school when sinta called him?	
64	Had student <u>gottn agif</u> <u>after dey finished detest?</u>	Had student gotten a gift after they finished the test?	MF
65	Had yuna read <u>debuk two</u> <u>thimes?</u>	Had yuna read the book two times?	MF

Sample No.18

No	The Students' Errors	Corrections	Types of Errors
-	-	-	-

Sample No.19

No	The Students' Errors	Corrections	Types of Errors	Notes
66	I had learned <u>study</u> MTK ...	I had learned ...	A	There are two errors in a sentence
67	I had learned <u>study</u> <u>MTK ...</u>	I had learned math ...	MF	There are two errors in a sentence
68	I had learned <u>study</u> <u>fisika ...</u>	I had learned ...	A	There are two errors in a sentence
69	I had learned <u>study</u> <u>fisika ...</u>	I had learned physic ...	MF	There are two errors in a sentence
70	I had not <u>cooking</u> <u>reading ...</u>	I had not reading...	A	
71	I had not cooking reading <u>come to</u> <u>kitchen</u>	I had not reading when my mom came to the kitchen	O	
72	I had <u>reading book</u>	I had read book	A	
73	I had <u>reading</u> majalah	I had read ...	A	There are two errors in a sentence
74	I had reading <u>majalah</u>	I had read a magazine	MF	There are two errors in a sentence

Sample No.20

No	The Students' Errors	Corrections	Types of Errors
75	I had <u>reading a sains book</u> <u>....</u>	I had read a	A
76	I had reading a <u>sains</u> book	I had read a science	MF

	book	
77	I had not <u>lunch</u> ...	I had not eaten lunch ...	O
78	I had <u>writing</u> speech	I had written speech ...	A
79	Had you <u>study</u> english ...	Had you studied english ...	MF

Sample No.21

No	The Students' Errors	Corrections	Types of Errors
80	I had learned <u>study</u> PKN...	I had learned PKN	A
81	I had not learned <u>study</u> PKN...	I had not learned PKN	A
82	I had <u>watched</u> before	I had watched film before ...	O
83	I had not <u>watched</u> before	I had not watched film before ...	O
84	I had <u>readed</u> ...	I had read ...	A

Sample No.22

No	The Students' Errors	Corrections	Types of Errors
-	-	-	-

Sample No.23

No	The Students' Errors	Corrections	Types of Errors
85	Had you <u>play</u> football?	Had you played football?	MF
86	I had not <u>rohis</u> ...	I had not done rohis ...	O
87	I had not <u>school</u> ...	I had not gone to school ...	O
88	I had learned <u>study</u> matematika ...	I had learned math ...	A
89	I had learned study <u>matematika</u> ...	I had learned math ...	MF

Sample No.24

No	The Students' Errors	Corrections	Types of Errors	Notes
90	I had not learned english <u>breakfast</u> to	I had not learned english before I	A	The sample added word

	school	went to school		“breakfast”
91	I had not learned english breakfast <u>to school</u>	I had not learned english before I went to school	O	The sample omitted subject and verb
92	Had you <u>likes me?</u>	Had you liked me?	MF	
93	Had you <u>lunch</u> ...?	Had you eaten lunch?	O	

Sample No.25

No	The Students' Errors	Corrections	Types of Errors
94	I had up to you <u>they before</u> ...	I had followed you before they ...	MD
95	Had kiki <u>do you</u> love me?	Had kiki loved me?	A
96	Had kiki <u>do you love me?</u>	Had kiki loved me?	MF
97	I hat eaten ...	I had eaten ...	MF
98	I had not <u>you eaten</u> ...	I had not eaten	A
99	Had you eaten <u>come back home?</u>	Had you eaten when you come back to home?	O
100	Rina had <u>in you playing</u> badminton	Rina had played badminton ...	A

Sample No.26

No	The Students' Errors	Corrections	Types of Errors
101	You had not eaten <u>before hungry</u>	You had not eaten before you felt hungry	O
102	She had read all of <u>the her books</u>	She had read all of her books	A
103	Had you <u>asleep?</u>	Had you aslept?	MF

Sample No.27

No	The Students' Errors	Corrections	Types of Errors
104	Had you <u>reading</u> a book?	Had you read a book?	A

Sample No.28

No	The Students' Errors	Corrections	Types of Errors
105	Had yuda read <u>debuk</u> ?	Had yuda read the book?	MF

Sample No.29

No	The Students' Errors	Corrections	Types of Errors
-	-	-	-

Sample No.30

No	The Students' Errors	Corrections	Types of Errors
106	I had quit <u>in</u> my game	I had quit from my game	MF
107	I had read <u>the book english</u>	I had read the english book	MD

Sample No.31

No	The Students' Errors	Corrections	Types of Errors
108	I had not <u>writed</u> english	I had not written English	MF

Sample No.32

No	The Students' Errors	Corrections	Types of Errors
109	Before I asked her, she <u>het</u> taken a bath	Before I asked her, she had taken a bath	MF

Sample No.33

No	The Students' Errors	Corrections	Types of Errors
-	-	-	-

Sample No.34

No	The Students' Errors	Corrections	Types of Errors
110	I had <u>readed</u> ...	I had read ...	A
111	We had <u>test kimia</u>	We had tested chemistry	MF
112	You had <u>buy</u> a car	You had bought a car	MF
113	Sinta had <u>played to barbie</u>	Sinta had played a barbie	MF

Sample No.35

No	The Students' Errors	Corrections	Types of Errors
114	My father had <u>writed</u> the <u>story</u>	My father had written the story	MF

The total errors from the test 2 are 114 error items.



Appendix 4

The Data of Errors Test 1

1. Ommision Errors

The Data of Students' Ommision Errors

No	The Sudents' Errors	Explanations	Corrections
1	Had you come in <u>restaurant</u> ?	Ommision of "article"	Had you come to the restaurant?
2	We had drunk <u>tea</u> ...	Ommision of "article"	We had drunk a cup of tea
3	I had <u>breakfast</u> ...	Ommision of "past participle"	I had eaten breakfast
4	I had leanerd <u>to school</u> when <u>the taxy</u> .	Ommision of "modifier"	I had learned in school when the taxy came to my house.
5	Had you <u>a breakfast</u> ?	Ommision of "past participle"	Had you eaten a breakfast?
6	We had <u>breakfast</u>	Ommision of "past participle"	We had eaten breakfast
7	Ana had <u>finished before ia</u> <u>came here</u>	Ommision of "modifier"	Ana had finished her home work ...
8	I had gone <u>market</u>	Ommision of "preposition"	I had gone to market ...
9	You had not gone <u>school</u>	Ommision of "preposition"	You had not gone to school ...
10	Had they gone <u>school</u> ?	Ommision of "preposition"	Had they gone to school?
11	I had gone sport before <u>to</u> <u>field</u>	Ommision of "subject"	I had gone sport before they come to field
12	I had not gone sport before <u>to</u> <u>field</u>	Ommision of "subject"	I had not gone sport before they come to field
13	Had you gone sport before to field ?	Ommision of "subject"	Had you gone sport before they come to field?
14	They had not drunk avocado juice <u>mother</u>	Ommision of "modifier"	They had not drunk avocado juice made by mother
15	Dino had read <u>before</u>	Ommision of "modifier"	Dino had read a magazine before ...
16	I hat <u>dinner</u> you came here	Ommision of	I had eaten dinner

		“past participle”	when you came here
17	I had not <u>dinner</u> you came her	Ommision of “past participle”	I had not eaten dinner when you came here
18	I <u>had</u> birdhday partty you <u>came her</u>	Ommision of “past participle”	I had gone to birthday party when you came here.
19	I <u>had</u> not birdhday parrrty you <u>came here</u>	Ommision of “past participle”	I had not gone to birthday party when you came here.
20	I had <u>do not</u> when teache gone	Ommision of “modifier”	I had not done my task when the teacher
21	I had eaten <u>night</u>	Ommision of “preposition”	I had eaten at night ...
22	I had <u>breakfast</u>	Ommision of “past participle”	I had eaten breakfast
23	I had <u>breakfast</u> ...	Ommision of “past participle”	I had eaten breakfast ...
24	I had <u>before</u> some breakfast	Ommision of “past participle”	I had taken a bath before I ate some breakfast
25	I had breakfast <u>before</u> ...	Ommision of “past participle”	I had eaten breakfast before ...
26	I had eaten <u>night</u> before my family ate night	Ommision of “preposition”	I had eaten at night before my family ate at night
27	You had eaten <u>neight</u> my family to naigh	Ommision of “preposition”	You had eaten at night when my family came tonight
28	I had <u>sport</u> badminton	Ommision of “past participle”	I had done sport badminton
29	I had <u>when</u> you went ...	Ommision of “past participle”	I had slept when you went ...
30	Had you eaten <u>come back</u> <u>home</u> ?	Ommision of “connective preposition and subject”	Had you eaten when you come back to home?
31	I had <u>been</u> too hungry	Ommision of “past participle”	I had felt too hungry
32	I had <u>breakfast</u> ...	Ommision of “past participle”	I had eaten breakfast
33	I had <u>been</u> too angry	Ommision of “past participle”	I had felt too angry
34	I had <u>done</u> cake	Ommision of	I had done to buy a

		“modifier”	cake
35	Rina had finished it when she <u>came her house</u>	Ommision of “preposition”	Rina had finished it when she came to her house
36	I had eaten <u>you came here</u>	Ommision of “connective preposition”	I had eaten when you came here
37	I had not eaten <u>they came here</u>	Ommision of “connective preposition”	I had not eaten when then they came here
38	I had swiming <u>you came here</u>	Ommision of “connective preposition”	I had swum before you came here.
39	You had <u>sport after I come here</u>	Ommision of “past participle”	You had done sport after I come here
40	Mila had not <u>played when</u>	Ommision of “modifier”	Mila had not played the game when ...

From the test 1, the total of students omission errors is 40.

2. Addition Errors

The Data of Students' Addition Errors

No	The Sudents' Errors	Explanation	Correction
1	Had you a <u>before cooking</u> ?	Addition of “-ing”, it should be ommited	Had you cooked....?
2	I had breakfast befor I had <u>to do school</u>	Addition of “had and do”, it should be ommited	I had eaten breakfast before I went to school.
3	<u>I am</u> had	Addition of “to be”, it should be ommited	I had...
4	I had learned <u>study</u> IPA_...	Addition of “verb”, it should be ommited	I had learned ...
5	I had learned <u>study</u> b.arab ...	Addition of “verb”, it should be ommited	I had learned ...
6	I had learned <u>study</u> aqidah...	Addition of “verb”, it should be ommited	I had learned ...
7	I had learned <u>study</u> English ...	Addition of “verb”, it should be ommited	I had learned ...

8	I had learned <u>study</u> IPS	Addition of “verb”, it should be ommited	I had learned
9	The picture had <u>been</u> burned ...	Addition of “been”, it should be ommited	The picture had burned
10	I had <u>singing</u>	Addition of “-ing”, it should be ommited	I had sung ...
11	I had <u>swiming</u>	Addition of “-ing”, it should be ommited	I had swum ...
12	I had <u>cycling</u>	Addition of “-ing”, it should be ommited	I had cycled ...
13	I had learned <u>study</u> ...	Addition of “verb”, it should be ommited	I had learned ...
14	I had learned <u>study</u> Fiqh	Addition of “verb”, it should be ommited	I had learned Fiqh
15	I had learned <u>study</u> MTK ...	Addition of “verb”, it should be ommited	I had learned ...
16	I had learned <u>study</u> fisika ...	Addition of “verb”, it should be ommited	I had learned ...
17	I had <u>reading a novel</u>	Addition of “-ing”, it should be ommited	I had read a novel ...
18	I had not <u>reading an english book</u>	Addition of “-ing”, it should be ommited	I had not read an english book ...
19	Had you <u>writing</u> ...	Addition of “-ing”, it should be ommited	Had you written ...
20	I had <u>reading a book</u> ...	Addition of “-ing”, it should be ommited	I had read a book
21	I had learned <u>study english</u>	Addition of “verb”, it should be ommited	I had learned english
22	I had not learned <u>study kimia</u> ...	Addition of “verb”, it should be ommited	I had not learned chemisty subject
23	I had learned <u>study fisika</u> ...	Addition of	I had learned physics

		“verb”, it should be omitted	...
24	I had learned <u>study</u> economics	Addition of “verb”, it should be omitted	I had learned economics
25	I had learned <u>study</u> <u>matematika</u> ...	Addition of “verb”, it should be omitted	I had learned math ...
26	I had <u>eatening</u> beakfast ...	Addition of “-ing”, it should be omitted	I had eaten ...
27	I had not learned english <u>breakfast to school</u>	Addition of “modifier”, it should be omitted	I had not learned english before I went to school
28	I had <u>playing</u> ...	Addition of “-ing”, it should be omitted	I had played ...
29	I had <u>been</u> ...	Addition of “been”, it should be omitted	I had ...
30	I had learned <u>study</u> IPA ...	Addition of “verb”, it should be omitted	I had learned science ...
31	I had learned <u>study</u> fisika ...	Addition of “verb”, it should be omitted	I had learned physics ...
32	I had learned <u>study</u> economics ...	Addition of “verb”, it should be omitted	I had learned economics ...
33	I had learned <u>study</u> english...	Addition of “verb”, it should be omitted	I had learned english ...
34	I had <u>been too angry</u>	Addition of “been”, it should be omitted	I had felt too angry
35	Had you <u>a before cooking?</u>	Addition of “-ing”, it should be omitted	Had you cooked before?
36	I had not learned <u>study</u> english when they come to class	Addition of “verb”, it should be omitted	I had not learned english when they come to class
37	I had <u>swiming</u> <u>you</u> came here	Addition of “-ing”, it should be omitted	I had swum before you came here.
38	Had she <u>readen</u> book?	Addition of “-en”,	Had she read the

		it should be ommited	book?
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From the test 1, the total of students addition errors is 38.

3. Misformation Errors

The Data of Students' Misformation Errors

No	The Sudents' Errors	Explanation	Correction
1	Had you come <u>in</u> ...?	The word "in" should be replaced to be "to"	Had you come to ...?
2	Had you drunk a <u>jus</u> ?	The word "jus" should be replaced to be "juice"	Had you drunk a juice?
3	I had learned <u>matchmatic</u> ..	The word "matchmatic" should be replaced to be "math"	I had learned math....
4	I had not learned <u>matchmatic</u>	The word "matchmatic" should be replaced to be "math"	I had not learned math.....
5	I had breakfast <u>befor</u> I had	The word "befor" should be replaced to be "before"	I had eaten breakfast before I went....
6	I had <u>leanerd to school</u> when <u>they taxi</u> .	The word "leanerd to, they" should be replaced to be "learned to, the"	I had learned in school when the taxi
7	I had learned English <u>langoe</u>	The word "langoe" should be replaced to be "language"	I had learned English language
8	I had not learned English <u>langoe</u>	The word "langoe" should be replaced to be "language"	I had not learned English language
9	I had learned study <u>IPA</u> ...	The word "IPA"	I had learned science

		should be replaced to be "science"	...
10	I had learned study <u>b.arab</u> ...	The word "b.arab" should be replaced to be "arabic language"	I had learned arabic language
11	I had learned study <u>IPS</u> ...	The word "IPS" should be replaced to be "social subject"	I had learned social subject
12	Tina had <u>swam</u> ...	The word "V ₂ " should be replaced to be "V ₃ "	Tina had swum ...
13	Erin had <u>eatten</u> ...	The word "eatten" should be replaced to be "eaten"	Erin had eaten ...
14	I had studied <u>sains</u>	The word "sains" should be replaced to be "science"	I had studied science ...
15	She had <u>drink</u> seven glasses of water	The word "V ₁ " should be replaced to be "V ₃ "	She had drunk seven glasses of water
16	Riski had <u>swam</u>	The word "V ₂ " should be replaced to be "V ₃ "	Riski had swum ...
17	I <u>hat</u> dinner	The word "hat" should be replaced to be "had"	I had ...
18	I <u>hat</u> not dinner you came <u>her</u>	The word "hat, her" should be replaced to be "had, here"	I had not here
19	I <u>hat</u> <u>birdhday</u> <u>partty</u> you came <u>her</u>	The word "hat birdhday partty, her" should be replaced to be "had birthday party, here"	I had birthday party you came here
20	I <u>hat</u> not <u>birdhday</u> <u>partty</u> you	The word "hat	I had not birthday

	came here	birdhday partty" should be replaced to be "had birthday partye"	party
21	I had eaten when you <u>welcome</u>	The word "welcome" should be replaced to be "came"	I had eaten when you came
22	I <u>had</u> do not swiming ...	The word "V ₁ " should be replaced to be "V ₃ "	I had not done swimming ...
23	Had you <u>work</u> it?	The word "V ₁ " should be replaced to be "V ₃ "	Had you worked it?
24	I had do not <u>when</u> teache <u>gone</u>	The word "V ₁ " should be replaced to be "V ₃ "	I had not done my task when the teacher was go.
25	I had eaten night when mother <u>come</u> to house	The word "V ₁ " should be replaced to be "V ₂ "	I had eaten at night when mother came to house
26	I had breakfast <u>when</u> father <u>come</u>	The word "V ₁ " should be replaced to be "V ₂ "	I had eaten breakfast when father came
27	They had gone to lampung <u>yesterday morning</u>	The word "yesterday" should be replaced to be "this"	They had gone to lampung this morning
28	I would <u>have</u> got all the chances if you had helped me ...	The word "have" should be replaced to be "like"	I would like to got all the chances if you had helped me ...
29	I had <u>study</u> sains	The word "V ₁ and sains" should be replaced to be "V ₃ and science"	I had studied science ...
30	They had not <u>study</u> sains ..	The word "V ₁ and sains" should be replaced to be "V ₃ "	They had not studied science ...

		and science”	
31	I had <u>study speech</u> ...	The word “V ₁ ” should be replaced to be “V ₃ ”	I had studied speech ...
32	I had <u>leanerd</u> football ...	The word “leanerd” should be replaced to be “learned”	I had learned football ...
33	Had yuna sleeping <u>him gone</u> ?	The word “him gone” should be replaced to be “past tense”	Had yuna slept when he was go?
34	I had breakfast before <u>I had to do school</u>	The word “had” should be replaced to be “went”	I had eaten breakfast before I went to school
35	I had <u>sit down</u>	The word “V ₁ ” should be replaced to be “V ₃ ”	I had sat down
36	I had <u>make a bag</u>	The word “V ₁ ” should be replaced to be “V ₃ ”	I had made a bag
37	I had learned study <u>b.inggris</u> ...	The word “b.inggris” should be replaced to be “english”	I had learned English ...
38	I had <u>make soes</u> ...	The word “V ₁ ” should be replaced to be “V ₃ ”	I had made shoes ...
39	I had <u>make sock</u> ...	The word “V ₁ ” should be replaced to be “V ₃ ”	I had made sock ...
40	Had you <u>study English</u>	The word “V ₁ ” should be replaced to be “V ₃ ”	Had you studied english ...
41	I had not learned <u>fisica</u> ...	The word “fisica” should be replaced to be “physics”	I had not learned physics ...
42	I had learned <u>study fisika</u> ...	The word “fisika”	I had learned physics

		should be replaced to be “physics”	...
43	I had learned <u>swiming</u> <u>beakfast</u> ...	The word “swiming beakfast” should be replaced to be “swimming before”	I had learned swimming before ...
44	I had eatening <u>beakfast</u> ...	The word “beakfast” should be replaced to be “breakfast”	I had eaten breakfast ...
45	You had gone <u>beakfast</u>	The word “beakfast” should be replaced to be “breakfast”	You had gone to breakfast
46	You had eaten <u>neight</u> <u>my family to naigh</u>	The word “neight my family to naigh” should be replaced to be “at night when my family came tonight”	You had eaten at night when my family came tonight
47	I had <u>leaten</u> a food	The word “leaten” should be replaced to be “eaten”	I had eaten a food
48	I had <u>up to you</u> ...	The word “up to you” should be replaced to be “followed you”	I had followed you ...
49	I had not <u>turned of</u> the TV	The word “of” should be replaced to be “off”	I had not turned off the TV ...
50	She had already <u>foud</u>	The word “foud” should be replaced to be “found”	She had already found ...
51	I had learned study <u>IPA</u> ...	The word “IPA” should be replaced to be “science”	I had learned science ...
52	I had learned study <u>fisika</u> ...	The word “fisika” should be	I had learned physics...

		replaced to be “physics”	
53	I had breakfast <u>befor I had to do school</u>	The word “befor I had to do school” should be replaced to be “before I went to school”	I had eaten breakfast before I went to school
54	I am very happy for you	The word “present tense” should be replaced to be “past perfect tense”	I had felt happy for you
55	I had learned <u>ficica</u> when they <u>como to class</u>	The word “ficica when they como to class” should be replaced to be “physics when they came to class”	I had learned physics when they came to class
56	I had not learned <u>ficica</u> when <u>they como to class</u>	The word “ficica when they como to class” should be replaced to be “physics when they came to class”	I had not learned physics when they came to class
57	I had learned economics when they <u>com to class</u>	The word “com to class” should be replaced to be “came to class”	I had learned economics when they came to class
58	Had you come <u>in</u> hospital?	The word “in” should be replaced to be “to”	Had you come to hospital?
59	Had you overseen <u>you dog</u> ?	The word “you” should be replaced to be “your”	Had you overseen your dog?
60	I had not <u>leet came</u>	The word “leet came” should be replaced to be “come late”	I had not come late
61	Had you <u>brought</u> english books?	The word “brought”	Had you brought english book?

		should be replaced to be "brought"	
62	I had <u>studented</u> before you <u>came</u> here	The word "studented before you came here" should be replaced to be "studied before you came here"	I had studied before you came here
63	Andre had <u>swimmer</u> before ...	The word "swimmer before" should be replaced to be "swum before"	Andre had swum before ...
64	I had not <u>came</u> in bandar lampung city	The word "V ₂ " should be replaced to be "V ₃ "	I had not come in bandar lampung city

From the test 1, the total of students misinformation errors is 64.

4. Misordering Errors

The Data of Students' Misordering Errors

No	The Sudents' Errors	Explanation	Correction
1	Had you <u>a</u> before cooking?	Incorrect placement of past perfect tense interrogative form.	Had you cooked before?
2	I am had <u>very</u> happy leanerd <u>for</u> you	Incorrect placement of past perfect tense positive form.	I had learned to make you happy.
3	They had drunk avocado juice <u>mother</u> make	Incorrect placement, the word "mother cake" should be placed "made by mother"	They had drunk avocado juice made by mother
4	I <u>had</u> do not	Incorrect placement of past perfect tense negative form.	I had not done...
5	I had <u>do</u> not when teache	Incorrect	I had not done when

	gone	placement of past perfect tense negative form.
6	Had <u>where</u> gone to school?	Incorrect placement of past perfect tense interrogative form.	Had they gone to school?
7	I had up to you <u>they</u> before ...	Incorrect placement, the word "they" should be placed after "before"	I had followed you before they ...
8	Had you <u>a before</u> cooking?	Incorrect placement of past perfect tense interrogative form.	Had you cooked before?
9	I had not <u>leet</u> came	Incorrect placement, the word "late" should be placed after "come"	I had not come late
10	<u>About</u> you had eaten come <u>here?</u>	Incorrect placement of past perfect tense interrogative form.	Had you eaten before you come here?

From the test 1, the total of students misordering errors is 10.

The Data of Errors Test 2

1. Ommision Errors

The Data of Students' Ommision Errors

No	The Sudents' Errors	Explanations	Corrections
1	I had been <u>too hungry</u>	Ommision of "past participle"	I had felt too hungry
2	I had go <u>stadium</u> football ...	Ommision of "preposition"	I had gone to football stadium
3	I had play rohis <u>before</u> balik <u>school.</u>	Ommision of "subject and preposition"	I had played rohis before I back from school.
4	Had <u>reading</u> books?	Ommision of "subject"	Had you read books?
5	They had <u>out</u> ...	Ommision of "past participle"	They had gone out ...

6	Had we slept before <u>came</u> <u>here</u> ?	Ommision of “subject”	Had we slept before they came here?
7	I had eaten <u>hani home work</u>	Ommision of “connective preposition”	I had eaten when hani did home work
8	Wina had eaten before <u>everythings</u>	Ommision of “to be”	Wina had eaten before they did everythings
9	Had you <u>to class</u> ?	Ommision of “past participle”	Had you come to the class?
10	Had mother <u>reading</u> ?	Ommision of “modifier”	Had mother read the newspaper?
11	Had you <u>writing</u> ?	Ommision of “modifier”	Had you written your task?
12	I had not <u>lunch</u> ...	Ommision of “past participle”	I had not eaten lunch ...
13	I had not cooking reading <u>come to kitchen</u>	Ommision of “preposition”	I had not read when my mom came to the kitchen
14	I had not <u>lunch</u> ...	Ommision of “past participle”	I had not eaten lunch ...
15	I had <u>watched</u> before	Ommision of “modifier”	I had watched film before ...
16	I had not <u>watched</u> before	Ommision of “modifier”	I had not watched film before ...
17	I had not <u>rohis</u> ...	Ommision of “past participle”	I had not done rohis ...
18	I had not <u>school</u> ...	Ommision of “past participle”	I had not gone to school ...
19	I had not learned english <u>breakfast to school</u>	Ommision of “connective preposition”	I had not learned english before I went to school
20	Had you <u>lunch</u> ...?	Ommision of “past participle”	Had you eaten lunch?
21	You had not eaten <u>before</u> <u>hungry</u>	Ommision of “subject and to be”	You had not eaten before you felt hungry

From the test 2, the total of students omission errors is 21.

2. Addition Errors

The Data of Students' Addition Errors

No	The Sudents' Errors	Explanation	Correction
1	I had <u>jogging</u>	Addition of “-”	I had jogged ...

		ing”, it should be ommited	
2	I had not learned <u>reading</u> Al-Qur’an	Addition of “-ing”, it should be ommited	I had not learned Al-Qur’an
3	Had you <u>reading</u> books?	Addition of “-ing”, it should be ommited	Had you read books?
4	I had learned <u>reading</u> Al-Qur’an	Addition of “-ing”, it should be ommited	I had learned Al-Qur’an
5	I had <u>been</u> ...	Addition of “been”, it should be ommited	I had
6	I had learned <u>study</u> ...	Addition of “verb”, it should be ommited	I had learned ...
7	<u>Had reading</u> books?	Addition of “-ing”, it should be ommited	Had you read books?
8	I had learned <u>study</u> PKN ...	Addition of “verb”, it should be ommited	I had learned ...
9	I had learned <u>study</u> Kimia ...	Addition of “verb”, it should be ommited	I had learned ...
10	I had learned <u>play</u> football ...	Addition of “verb”, it should be ommited	I had learned football
11	Tania had <u>seeing</u>	Addition of “-ing”, it should be ommited	Tania had seen ...
12	You had slept before <u>I am came</u>	Addition of “to be”, it should be ommited	You had slept before I came
13	You had not slept before <u>I am came</u>	Addition of “to be”, it should be ommited	You had not slept before I came
14	Had you slept before <u>I am came</u> ?	Addition of “to be”, it should be ommited	Had you slept before I came
15	She hat go to school before <u>I am came</u>	Addition of “to be”, it should be ommited	She had gone to school before I came
16	She hat not go to school before <u>I am came</u>	Addition of “to be”, it should be	She had not gone to school before I came

		omitted	
17	Had mother <u>reading</u> ?	Addition of “-ing”, it should be omitted	Had mother read?
18	Had you <u>writing</u> ?	Addition of “-ing”, it should be omitted	Had you written?
19	Had yuna <u>sleeping ...</u> ?	Addition of “-ing”, it should be omitted	Had yuna slept ...?
20	I had not <u>cooking reading ...</u>	Addition of “-ing and verb”, it should be omitted	I had not read...
21	I had <u>reading book</u>	Addition of “-ing”, it should be omitted	I had read book
22	I had <u>reading majalah</u>	Addition of “-ing”, it should be omitted	I had read ...
23	I had <u>reading a sains book</u>	Addition of “-ing”, it should be omitted	I had read a
24	I had <u>writing speech</u>	Addition of “-ing”, it should be omitted	I had written speech ...
25	I had learned <u>study PKN...</u>	Addition of “verb”, it should be omitted	I had learned PKN
26	I had not learned <u>study PKN...</u>	Addition of “verb”, it should be omitted	I had not learned PKN
27	I had <u>readed ...</u>	Addition of “-ed”, it should be omitted	I had read ...
28	Had kiki <u>do you</u> love me?	Addition of “subject”, it should be omitted	Had kiki loved me?
29	I had not <u>you eaten ...</u>	Addition of “subject”, it should be omitted	I had not eaten
30	Rina had <u>in you playing</u> badminton	Addition of “subject and -ing”, it should be	Rina had played badminton ...

		omitted	
31	She had read all of <u>the her books</u>	Addition of "article", it should be omitted	She had read all of her books
32	Had you <u>reading</u> a book?	Addition of "-ing", it should be omitted	Had you read a book?
33	I had <u>readed</u> ...	Addition of "-ed", it should be omitted	I had read ...

From the test 2, the total of students addition errors is 33.

3. Misformation Errors

The Data of Students' Misformation Errors

No	The Sudents' Errors	Explanation	Correction
1	I had quit <u>in</u> my home.	The word "in" should be replaced to be "from"	I had quit from my home
2	I had <u>shop</u>	The word "V ₁ " should be replaced to be "V ₃ "	I had shopped ...
3	I had cleaned the <u>badroom</u> <u>befor</u>	The word "badroom befor" should be replaced to be "bedroom before"	I had cleaned the bedroom before
4	I had not <u>turnet the of</u> TV before sleep	the words "turnet the of" should be replaced to be "turned off"	I had not turned off the TV before sleep
5	I had <u>go</u> ...	The word "V ₁ " should be replaced to be "V ₃ "	I had gone
6	I am had very happy <u>leanerd</u> for you	The word "leanerd" should be replaced to be "learned"	I had learned to make you happy.
7	I had <u>play rohis</u> before <u>balik</u>	The word "V ₁ and balik" should be	I had played rohis before back

		replaced to be “V ₃ and back”	
8	I had learned study <u>IPS</u>	The word “IPS” should be replaced to be “social subject”	I had learned social subject ...
9	I had learned study <u>IPA</u>	The word “IPA” should be replaced to be “science”	I had learned science subject ...
10	I had learned study <u>Kimia</u> ...	The word “kimia” should be replaced to be “chemistry subject”	I had learned chemistry subject
11	I had learned <u>swiming</u> ...	The word “swiming” should be replaced to be “swimming”	I had learned swimming ...
12	My brother had sleep ...	The word “V ₁ ” should be replaced to be “V ₃ ”	My brother had slept ...
13	My mother had <u>cookes</u> rice ...	The word “V ₁ ” should be replaced to be “V ₃ ”	My mother had cooked rice ...
14	I had not <u>came</u>	The word “V ₂ ” should be replaced to be “V ₃ ”	I had not come ...
15	Had you <u>drink</u> water?	The word “V ₁ ” should be replaced to be “V ₃ ”	Had you drunk water?
16	She <u>hat</u> go to school	The word “hat and V ₁ ” should be replaced to be “had and V ₃ ”	She had gone to school ...
17	She <u>hat</u> not go to school	The word “hat and V ₁ ” should be replaced to be “had and V ₃ ”	She had not gone to school ...
18	They had <u>welcome</u> when <u>people</u> <u>gone</u>	The word “welcome, and gone” should be	They had come when people was go

		replaced to be “came, past tense”	
19	We had not <u>work it when teacher gone</u>	The word “V ₁ ” should be replaced to be “V ₃ ”	We had not worked it when teacher was go
20	You had eaten when mother <u>gone</u>	The word “V ₃ ” should be replaced to be “past tense”	You had eaten when mother was go
21	Had they <u>larened</u> tahfidz?	The word “larened” should be replaced to be “learned”	Had they learned tahfidz?
22	Mother had <u>cookes ketika we come</u>	The word “V ₁ ” should be replaced to be “V ₃ ”	Mother had cooked when we came
23	I had <u>study jerman languae</u>	The word “V ₁ , jerman, and languae” should be replaced to be “V ₃ , german, language”	I had studied german language ...
24	<u>Hay</u> you worked?	The word “hay” should be replaced to be “had”	Had you worked?
25	Had alan <u>sai that he gone to secool huen sinta kalet him?</u>	The words “sai that he gone to secool huen sinta kalet him” should be replaced to be “said that he went to school when sinta called him”	Had alan said that he went to school when sinta called him?
26	Had student <u>gottn agif after dey finished detest?</u>	The words “gottn agif after dey finished detest” should be replaced to be “gotten a gift after they finished the test”	Had student gotten a gift after they finished the test?
27	Had yuna read <u>debuk two</u>	The word “debuk	Had yuna read the

	<u>thimes?</u>	two thimes” should be replaced to be “the book two times”	book two times?
28	I had learned study <u>MTK</u> ...	The word “mtk” should be replaced to be “mtk”	I had learned math ...
29	I had learned study <u>fisika</u> ...	The word “fisika” should be replaced to be “physics”	I had learned physic ...
30	I had <u>reading majalah</u>	The word “V ₁ ” should be replaced to be “V ₃ ”	I had read a magazine
31	I had <u>reading a sains book</u>	The word “a sains book” should be replaced to be “a science book”	I had read a science book
32	Had you <u>study english</u> ...	The word “V ₁ ” should be replaced to be “V ₃ ”	Had you studied english ...
33	I had not learned study <u>kimia</u> ...	The word “kimia” should be replaced to be “chemistry subject”	I had not learned chemisty subject
34	Had you <u>play</u> football?	The word “V ₁ ” should be replaced to be “V ₃ ”	Had you played football?
35	I had learned <u>study</u> <u>matematika</u> ...	The word “matematika” should be replaced to be “math”	I had learned math ...
36	Had you <u>likes me?</u>	The word “V ₁ ” should be replaced to be “V ₃ ”	Had you liked me?
37	Had kiki do you <u>love me?</u>	The word “V ₁ ” should be replaced to be	Had kiki loved me?

		"V ₃ "	
38	I hat eaten ...	The word "hat" should be replaced to be "had"	I had eaten ...
39	Had you <u>asleep</u> ?	The word "V ₁ " should be replaced to be "V ₃ "	Had you aslept?
40	Had yuda read <u>debuk</u> ?	The word "debuk" should be replaced to be "the book"	Had yuda read the book?
41	I had quit <u>in</u> my game	The word "in" should be replaced to be "from"	I had quit from my game
42	I had not <u>writed</u> english	The word "writed" should be replaced to be "written"	I had not written English
43	Before I asked her, she <u>het</u> taken a bath	The word "het" should be replaced to be "had"	Before I asked her, she had taken a bath
44	We had <u>test</u> kimia	The word "V ₁ " should be replaced to be "V ₃ "	We had tested chemistry
45	You had <u>buy</u> a car	The word "V ₁ " should be replaced to be "V ₃ "	You had bought a car
46	Sinta had <u>played to</u> barbie	The word "to" should be replaced to be "a"	Sinta had played a barbie
47	My father had <u>writed</u> the <u>story</u>	The word "writed" should be replaced to be "written"	My father had written the story

From the test 2, the total of students misformation errors is 47.

4. Misordering Errors

The Data of Students' Misordering Errors

No	The Students' Errors	Explanation	Correction
1	I had rewritten <u>the book English</u> .	Incorrect placement, the word "book" should be placed after "english"	I had rewritten the English book.
2	I had put <u>the book English</u> .	Incorrect placement, the word "book" should be placed after "english"	I had put the English book.
3	I had not <u>turnet the of TV</u> before sleep	Incorrect placement, the word "the" should be placed after "off"	I had not turned off the TV before sleep
4	I had go <u>stadium football ..</u>	Incorrect placement, the word "stadium" should be placed after "football"	I had gone to football stadium ...
5	Had eaten hani?	Incorrect placement of past perfect tense interrogative form.	Had hani eaten?
6	Wina had eaten <u>ana before home work</u>	Incorrect placement, the word "ana" should be placed after "before"	Wina had eaten before ana did home work
7	I had read <u>the book english</u>	Incorrect placement, the word "book" should be placed after "english"	I had read the english book

From the test 2, the total of students misordering errors is 7.

Appendix 5

The Calculation Percentage of Errors Types

Test 1

1. Ommision Errors

$$P = \frac{40}{146} \times 100 = 0,2739 \times 100 = 27,39 \%$$

The percentage of ommision errors is 27,39 %

2. Addition Errors

$$P = \frac{38}{146} \times 100 = 0,2602 \times 100 = 26,02 \%$$

The percentage of addition errors is 26,02 %

3. Misformation Errors

$$P = \frac{64}{146} \times 100 = 0,4383 \times 100 = 43,83 \%$$

The percentage of misformation errors is 43,83 %

4. Misordering Errors

$$P = \frac{10}{146} \times 100 = 0,0684 \times 100 = 6,84 \%$$

The percentage of misordering errors is 6,84 %

Test 2

1. Ommision Errors

$$P = \frac{21}{114} \times 100 = 0,1842 \times 100 = 18,42 \%$$

The percentage of ommision errors is 18,42 %

2. Addition Errors

$$P = \frac{33}{114} \times 100 = 0,2894 \times 100 = 28,94 \%$$

The percentage of addition errors is 28,94 %

3. Misformation Errors

$$P = \frac{47}{114} \times 100 = 0,4122 \times 100 = 41,22 \%$$

The percentage of misformation errors is 41,22 %

4. Misordering Errors

$$P = \frac{7}{114} \times 100 = 0,0614 \times 100 = 6,14 \%$$

The percentage of misordering errors is 6,14 %

